



التربية الأخلاقية
MORAL EDUCATION

Guidance for Schools

June 2017



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MORAL EDUCATION

The UAE has embarked on a notable journey that will enhance its legacy of being at the forefront of worldwide efforts to develop human capital capabilities, promote values of tolerance and respect, endorse an ethos of giving and volunteering, prepare responsible and resilient youth, and contribute to the making of better global citizens.

The purpose of this document is to provide schools with an overview of the Moral Education Program in preparation for national implementation across the UAE in Grades 1 to 9 during September of 2017.

The ultimate outcome of the Moral Education Program is to create a generation of citizens who:

- Tolerate and accept cultures different than their own
- Understand and appreciate their own local heritage and culture
- Are armed with the knowledge, resources and skills that allow them to make good, well informed and responsible judgments about challenging matters of moral importance
- Understand their civic system, rights and responsibilities and are aware of the role they need to play to support and sustain the nation's developmental efforts



وزارة التربية والتعليم
MINISTRY OF EDUCATION

“Success in practical life is not limited to acquiring knowledge and academic achievement. It is also based on helping students to have balanced characters built on ethics, knowledge and culture, with the values of justice, tolerance and noble actions at their core.”



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First

“This initiative comes as part of ADEC's and the UAE's aim to nurture world-class students, who adhere to our national culture and heritage and who are ready to face world challenges. It also aims at developing an open and perceptive generation who uphold their morals, values and are proud of their identity.”



“The UAE Moral Education Program sets expectations for schools to contribute to national priorities in a wider sense, through students' behavioral and affective domains, not only their cognitive domain. It can unite our schools, regardless of philosophy, curriculum or performance level.”

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Introduction

Introduction

In July 2016, a new Moral Education initiative was launched under the directive of His Highness Sheikh Mohamed bin Zayed Al Nahyan, Crown Prince of Abu Dhabi and Deputy Supreme Commander of the UAE Armed Forces.

A careful examination of UAE history sheds light onto the rationale behind launching this remarkable initiative. Since its formation in 1971, the UAE has made significant investments in developing its human capital and has made the advancement of its people a primary focus in all governmental programs. The country's Vision 2021 clearly lists "an ambitious and confident people, a strong federation, a competitive economy and a good quality of life in a generous and sustainable environment" as primary outcomes.

In the midst of rapid changes that have taken place in the short span of a few decades, and despite demographic imbalances brought about by large-scale immigration and urbanisation, the exceptionally diverse UAE society has managed to remain cohesive and has succeeded in integrating modernity and globalisation with traditional values. The UAE continues to be an outstandingly tolerant, harmonious, caring country that cherishes and builds on its traditional roots. UAE citizens are internationally regarded as open and accepting individuals who embrace people from other cultures with notable grace and respect. On the other hand, rapid changes in the social fabric, as well as the increasingly unstable regional landscape, call for immediately assessing and tracking trends and changes in certain moral, community, civic and cultural aspects. This is important to safeguard accomplishments in the formation of a unique local character, preserve local heritage and identity, avoid discord and fend off adverse behaviour; especially among youth.

In particular, there is a strong need to:

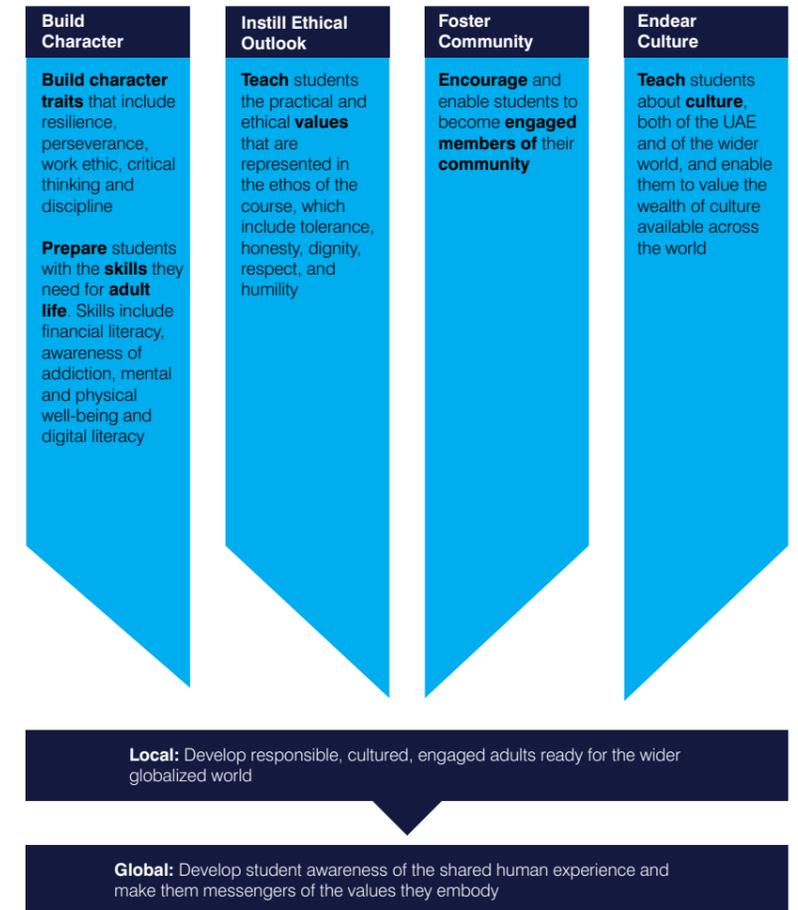
- Sustain society's remarkable features of tolerance, openness, acceptance and respect of the other which have developed over the past few decades
- Preserve and engrain the nation's longstanding and unique traditions, heritage, culture, values and moralities and tap into its reservoir of moral wisdom (history, art, literature, stories)
- Foster the ways youth in the UAE deal with the melange of cultures and beliefs that coexist in the country; prepare them to make morally sound decisions and deal with challenges that inevitably arise through this exceptional mixture of values, views and ideologies
- Reinforce the UAE's successes in areas related to human capital development by preparing generations of responsible and resilient youth who know their rights and responsibilities and can productively contribute to their communities as well as to the sustainability of the nation's developmental efforts

The demand to develop a pioneering program that can address these needs resulted in the creation of the Moral Education Program.

Why Moral Education?

The Moral Education Program has four main objectives to prepare students for their adult life.

Objectives of Moral Education



The program not only focuses on the curriculum but also has a multifaceted targeted approach to student development.

AT HOME	HOLISTIC SCHOOL ENVIRONMENT	WIDER COMMUNITY
<p>Family, Parents, Siblings Grandparents</p> <p>Parents are involved actively in the school community and are aware of the child's school life</p> <p>Parents are engaged with the Moral Education curriculum and actively take part in it with their children</p>	<p>School Administration Curriculum Teachers Extra-Curricular Activities Field Trips Lectures Community Service Other Activities</p>	<p>Recreational Activities Media Work Readiness Volunteering</p> <p>Students are not isolated in their schools but rather actively take part in community outreach and service</p> <p>The wider community is aware of the material of Moral Education and takes part in the dialogue around it</p>

The Moral Education Program is an ambitious initiative that was launched in January 2017 as a pilot program in 19 schools across the UAE. The program transcends merely equipping students with relevant cognitive skills and knowledge. Rather, the program aims to make a difference in behavioural patterns as well as ensuring that newly acquired values are ingrained in students' belief systems. In this context, moral education is expected to play an important role not only in helping children realize a better life for themselves but also in ensuring sustainable development of their country and society.

It is important to remember that over the past few years, the UAE has been developing and implementing initiatives at the school level that achieve one or more of the outcomes below:

- The 'My Identity' program deepens the national identity of Emirati students and increase the appreciation of non-natives through 'My Identity' lessons. The content within the program provides school administrators and teachers with a framework to reinforce and instill a deep sense of national identity.
- The 'New School Model' fosters a child-centred learning environment by helping students to develop Arabic and English skills, critical thinking, as well as cultural and national identity. This model also helps to standardize the curriculum, pedagogy, resources and support across all ADEC schools.
- The 'Student Competency Framework' design brings a consistency to the development of a range of competencies and values in students enrolled in Abu Dhabi's private schools to meet the anticipated requirements of the Emirate's 2030 vision.
- The 'Citizenship Education Curriculum' for public and private education instills the values of citizenship. A sense of belonging in the minds of students and to assist them to be good citizens. The curriculum is designed to be a key reference and an intellectual framework for the educational practices inside and outside schools to help students apply such values in their daily life.

In part, these initiatives clearly address similar goals to a varying degree. However, extensive mappings have taken place and the Moral Education Program has been specifically designed to ensure there is a coherent and complementary approach towards teaching such a curriculum, which is morally rich; character building; and inclusive of Civic Studies, as well as local heritage and culture. Furthermore, the Moral Education Program not only provides a systematic approach to addressing a set of identified needs under one umbrella, but it also provides a new range of rigorous and age appropriate curriculum materials, as well as teacher guidance and support materials for student guardians that are focused on the teaching and learning of moral education itself.

Ultimately, the Moral Education Program expands beyond providing cognitive knowledge and content to equipping students with the life skills with the life skills needed to support sustainable long-term growth and the development of the UAE as a culturally rich, socially accepting and morally high standing nation.



Structure and Curriculum

Structure and Curriculum

The Moral Education Program covers four pillars of teaching and learning:

- Character and Morality
- The Individual and the Community
- Civic Studies
- Cultural Studies

The four pillars complement one another by using moral thinking, reasoning, and building character.

PILLAR	CHARACTER AND MORALITY	THE INDIVIDUAL AND THE COMMUNITY	CIVIC STUDIES	CULTURAL STUDIES
BUILDING BLOCKS	Developing the individual as a moral being	Moral issues confronting the individual in a variety of social contexts	Becoming a citizen in the UAE and the wider world and the moral decisions and choices that this involves	Concepts of morality embodied in the history and culture of the UAE
66 UNITS OF TEACHING AND LEARNING	Developing the language, understanding and skills of moral thinking and reasoning	Applying moral thinking to the development of individuals as members of their communities	Developing character and moral thinking in the context of civic duty and responsibility	Applying moral thinking and reasoning to an understanding of an inherited past and the shaping of the future
UNDERPINNING FOUNDATIONS	<p>Moral values: honesty, tolerance, respect, responsibility, thoughtfulness, harmony, courage, helpfulness, moderation, humility, kindness, consciousness</p> <p>Thinking, learning and communication skills: handling and understanding information; thinking, solving problems and decision making; being creative, working with others, and managing oneself</p> <p>Qualities of character: perseverance, cooperation, resilience, self-control, altruism, ambition, independence, hospitality, grit, self-confidence, discipline, wisdom, generosity, passion</p> <p>Interpersonal and societal competencies: solidarity, civic duties, respecting law and order, recognising societal diversity and inclusivity</p>			

Underpinning the curriculum are the thinking, learning and communication skills relevant to the program, which support development and progression through the 12 grades:

- **Handling and understanding information:** collating, synthesising and managing information
- **Thinking, solving problems and decision making:** reasoning, predicting, hypothesising and finding solutions
- **Being creative:** being curious, learning from mistakes, and developing new ideas and ways of thinking about the world
- **Working with others:** teamwork, leadership
- **Managing oneself:** working independently, self-motivation, setting own targets and goals, reflection and evaluation

Curriculum

The program is designed to be taught in a series of units over 12 years of schooling from Grade 1 to 12. A unit requires 6, or in some cases 12, 45 minutes of teaching time during the course of half a term or across two half-terms.

Schools will be required to deliver the Moral Education Program for Grades 1 to 9 from September 2017 onward.

Moral Education Program : The Unitised Program

Grade	Term 1		Term 2		Term 3	
	(a)	(b)	(a)	(b)	(a)	(b)
1	Character and Morality (CM1)	The Individual and the Community (IC1)	Cultural Studies (CUS1)	Character and Morality (CM2)	The Individual and the Community (IC2)	Cultural Studies (CUS2)
2	Character and Morality (CM3)	The Individual and the Community (IC3)	Cultural Studies (CUS3)	Character and Morality (CM4)	The Individual and the Community (IC4)	Cultural Studies (CUS4)
3	Character and Morality (CM5)	The Individual and the Community (IC5)	Cultural Studies (CUS5)	Character and Morality (CM6)	The Individual and the Community (IC6)	Cultural Studies (CUS6)
4	Character and Morality (CM7)	The Individual and the Community (IC7)	Cultural Studies (CUS7)	Character and Morality (CM8)	The Individual and the Community (IC8)	Cultural Studies (CUS8)
5	Character and Morality (CM9)	The Individual and the Community (IC9)	Civic Studies (CIS1)		Character and Morality (CM10)	The Individual and the Community (IC10)
6	Character and Morality (CM11)	The Individual and the Community (IC11)	Civic Studies (CIS2)		Character and Morality (CM12)	The Individual and the Community (IC12)
7	Character and Morality (CM13)	The Individual and the Community (IC13)	Civic Studies (CIS3)		Character and Morality (CM14)	The Individual and the Community (IC14)
8	Character and Morality (CM15)	The Individual and the Community (IC15)	Civic Studies (CIS4)		Character and Morality (CM16)	The Individual and the Community (IC16)
9	Character and Morality (CM17)	The Individual and the Community (IC17)	Cultural Studies (CUS9)	Civic Studies (CIS5)	Civic Studies (CIS6)	Civic Studies (CIS7)
10	Character and Morality (CM18)	The Individual and the Community (IC18)	Cultural Studies (CUS10)	Civic Studies (CIS8)	Civic Studies (CIS9)	Civic Studies (CIS10)
11	Character and Morality (CM19)	The Individual and the Community (IC19)	Cultural Studies (CUS11)	Civic Studies (CIS11)	Civic Studies (CIS12)	Civic Studies (CIS13)
12	The Individual and the Community (IC20)	Character and Morality (CM20)	Living a Moral Life (PR1)	Morality in Practice (PR2)		

The specialized program for Grade 12 has been developed to provide students with the opportunity to consolidate and build on their learning from all four pillars. The units for Grades 10 to 12 will be piloted with nominated schools during the 2017-2018 academic year, prior to implementation in all schools from September 2018.



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Overview of Progression

Term	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
1a	CM1 Fairness, Affection	CM3 Tolerance, Respect for Difference	CM5 Equality, Appreciation	CM7 Compassion, Empathy	CM9 Cognitive and Emotional Empathy	CM11 Equality, Justice as Fairness	CM13 Individual Moral Duties and Responsibilities	CM15 Morality in the Context of Communities	CM17 Introduction to Global Ethics	CM18 Ethics and the Global Economy	CM19 Peace and Conflict Studies	IC20 Managing Real-World Finances
1b	IC1 Me and My Family	IC3 Self-Identity and Working with Others	IC5 Me and My World	IC7 Growing Up and Well-being	IC9 Taking Responsibility for Oneself and Others	IC11 Physical Health and Diet	IC13 Making Good Decisions	IC15 Valuing Diversity	IC17 Financial Awareness	IC18 Living a Moderate Life	IC19 Reflection and Transition	CM20 Ethics in Real Life
2a	CUS1 Discovering UAE Heritage through Story Telling	CUS3 What Objects and Symbols Can Tell Us	CUS5 Understanding UAE Culture (part 1)	CUS7 Trade, Travel and Communication's Influence on Culture	CIS1 Settlement, Family and Kinship in the UAE	CIS2 How the UAE Grew into the Diverse, Inclusive Society that it is Today	CIS3 Trade, Travel and Communications: the UAE in an Increasingly Globalised and interconnected World; Cultural Exchange	CIS4 The growth of Consultative Governance in the UAE	CUS9 What should be Preserved and How	CUS10 Intercultural Relationships	CUS11 Universal Culture	PR1 Living a Moral Life
2b	CM2 Caring, Honesty	CM4 Resilience, Perseverance	CM6 Thoughtfulness, Co-Operation	CM8 Peace, Responsibility					CIS5 CIS6 Governments, Authority and the Judiciary System in the UAE	CIS8 Being a Responsible Adult (part 1)	CIS11 CIS12 Global Citizenship	PR2 Morality in Practice
3a	IC2 Friendship	IC4 Being Healthy and Staying Well	IC6 Being Brave and Staying Safe	IC8 Helping and Making a Difference	CM10 Moral Character, Virtue Ethics	CM12 Respect and Tolerance in a Diverse Society	CM14 Human Needs	CM16 Morality in the Context of States	CIS9 Being a Responsible Adult (part 2)	CIS10 Being an Active Citizen (part 2)	CIS13 Developing a Global Outlook	
3b	CUS 2 Intangible Heritage	CUS4 What Objects and Symbols Can Tell Us: Similarities and Differences	CUS6 Understanding UAE Culture (part 2)	CUS8 Trade, Travel and Communication's Influence on Culture	IC10 Ethics in Sport, Leisure	IC12 Mental Health	IC14 Digital Challenge	IC16 Dealing with Conflict				



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Progression in Learning Outcomes (Grades 1 to 9)



Grade 1 Learning Outcomes

CM1	IC1	CUS1	CM2	IC2	CUS2
Fairness, Affection	Me and My Family	Discovering UAE Heritage Through Story Telling	Caring, Honesty	Friendship	Intangible Heritage
<ul style="list-style-type: none"> Give a simple explanation of what is meant by fairness and unfairness Recognise a fair and an unfair situation Suggest how to make an unfair situation fair Recognise that an apology is required if someone has acted unfairly Know that affection can be given and received in different ways Talk about oneself in positive terms 	<ul style="list-style-type: none"> 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 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 Explain likes and dislikes, give reasons for one's preferences and acknowledge one can learn to like things that not everyone likes Identify important people and relationships, as well as the roles that family and friends have when caring for one another Explore feelings in the context of important relationships, including family and friends 	<ul style="list-style-type: none"> Distinguish different forms of traditional storytelling Talk about the various entertainment and functional purposes of storytelling Understand the significance of stories that are handed down from generation to generation, which inform our knowledge of the past Create and exchange stories about the self and family Show an emerging awareness and value of shared and national identities Show appreciation of others' stories 	<ul style="list-style-type: none"> Understand what caring means and that it can take many different forms Describe how one cares for the self and is independent Demonstrate care for others, focusing on friends and family Explain how to care for the school environment Explain the difference between honesty and dishonesty Use a wide range of vocabulary to express feelings objectively, without blaming others and without hurting the feelings of someone else 	<ul style="list-style-type: none"> Explain what friendship is and why maintaining good friendships is important, knowing that friends can have different backgrounds, opinions and interests Confidently make new friends and treat friends well and with respect through behaviour that shows care, empathy, acceptance and support in different situations, including the use of problem solving to resolve conflict and deal with difficult situations Identify in what ways people in the local community might be different from each other, accepting these differences, adapting behaviour to interact effectively, and being willing to discover new people and cultures Show respect for a range of people and roles and understand that certain situations and objects also require respectful behaviour 	<ul style="list-style-type: none"> Explain the distinction between 'tangible' and 'intangible' heritage Discuss and/or write about examples of intangible heritage in the UAE



Grade 2 Learning Outcomes

CM3	IC3	CUS3	CM4	IC4	CUS4
Tolerance and Respect for Difference	Self-identity and Working with Others	What Objects and Symbols can Tell Us	Resilience, Perseverance	Being Healthy and Staying Well	What Objects and Symbols Can Tell Us: Similarities and Differences
<ul style="list-style-type: none"> Recognise that we are all different and why this is to be welcomed and respected Praise and celebrate special features in others Know who and what should be respected Treat others the way you wish to be treated Identify ways to be more understanding towards others Have a greater vocabulary to describe feelings 	<ul style="list-style-type: none"> Behaving in a way that ensures effecting learning, the benefits of school; demonstrating knowledge of one's place within school; understanding expectations; developing the ability to become adaptive in different situations (at school, playing with friends, and at home) Recognise how actions affect others and apply appropriate levels of self-awareness and responsibility to interact correctly with other members of the school community and in role-play activities Work confidently as a member of a team, applying communication skills and problem solving to effectively contribute to the achievement of goals, while avoiding attitudes and behaviour that are detrimental to successful teamwork Provide help and support to other students, using appropriate techniques in a range of straightforward scenarios presented demonstrating respect for a range of views and empathy for other people's feelings 	<ul style="list-style-type: none"> Describe the distinguishing features of a variety of artefacts (objects and symbols) from the past (or reproductions/pictures) Make a simple interpretation about the provenance and usage of an artefact Describe in simple terms the work that archaeologists do Appreciate that although people in the past may have lacked modern technology and resources, they were as creative and inventive as people today 	<ul style="list-style-type: none"> Discuss what is meant by resilience and perseverance and give examples of individuals and groups of people who have demonstrated these qualities Identify and talk about own strengths and use them to overcome difficulties Undertake a challenging project-based activity and pursue it without giving up Take part in giving and receiving constructive feedback with peers Recognise the importance of making every effort to achieve the best one can in school work and daily lives 	<ul style="list-style-type: none"> Understand why it is important to be healthy and what one can do to maintain a healthy lifestyle to ensure emotional and physical wellbeing Participate enthusiastically in school activities to promote healthy living – including diet, exercise and fitness – showing determination and commitment to achieve goals Recognise that people have a range of feelings, both positive and negative, and know how to identify what people are feeling Recognise, and react appropriately to, other people's feelings, knowing when and how to care for and support others Use an appropriate vocabulary to express how one feel when things change and apply basic coping strategies to deal with change, having confidence to ask for help as necessary 	<ul style="list-style-type: none"> Describe ways in which selected artefacts (e.g. cooking and eating utensils, coinage, items of furniture) have changed or remained the same over time, and how they relate to their present-day counterparts Use some of the vocabulary and concepts that are helpful when considering change over time and how the heritage might be reflected in the present day Identify and explain the meaning of national and other symbols currently found in the UAE and compare them with symbols from the past



Grade 3 Learning Outcomes

CM5	IC5	CUS5	CM6	IC6	CUS6
Equality, Appreciation	Me and My World	Understanding UAE Culture	Thoughtfulness, Co-Operation	Being Brave and Staying Safe	Understanding UAE Culture (part 2)
<ul style="list-style-type: none"> Describe what treating people equally means Distinguish between cases of treating people equally and treating people fairly Recognise how to respond when confronted with examples of inequality of treatment Explain what is meant by appreciation and how to express it in ways that are appropriate 	<ul style="list-style-type: none"> Demonstrate an awareness of the world and where one fits within it, ranging from immediate experience to community and country and be curious to find out more about the wider world Explain which people and things matter (including traditions, places, heritage, nature, values, etc.) and give reasons why these things are important, and show care, value and respect for things that matter Understand why it is important to protect the environment (school, community and global), the things that can damage these environments and know how to minimise or prevent environmental damage Take action to protect the environment using communication skills to work with others and engage them in this action, use problem-solving skills to overcome challenges and show commitment and persistence to complete the task 	<ul style="list-style-type: none"> Explain and give a range of examples of 'culture' Describe own cultural identity and talk about what has influenced it Conduct simple cultural mapping Explain how an individual's cultural identity has many aspects and is influenced in a variety of ways Identify and explain aspects of Emirati culture in general, and one's own individual cultural identity in particular, to peers and the teacher 	<ul style="list-style-type: none"> Act in ways that demonstrate what it means to be thoughtful and show consideration for others Show a greater understanding of how one's actions affect the feelings of others Understand why co-operative working is important and how group activities should be conducted Work effectively as a member of a group 	<ul style="list-style-type: none"> Understand what it means to take responsibility for behaviour and identify when and how one's behaviour may be upsetting others and how being honest about actions can benefit others Understand what bullying is and be able to describe the main elements: why people bully others, the characteristics of bullies, different forms of bullying, the power imbalance, how bullying can be stopped Understand how it might feel to be a target of, or a witness to, bullying Recognise when and how to tell someone about bullying and have the courage to speak out Understand how to keep oneself safe online, using basic IT skills to manage safety and using caution to assess interactions and situations that may be unsafe 	<ul style="list-style-type: none"> Explain how exploring cultural diversity helps both to define your own culture and also to appreciate that of others Identify a range of cultural diversity within the UAE Describe and make a simple analysis of ways in which Emirati culture is similar to/ different from cultures elsewhere Discuss some of the challenges and benefits of living in a culturally diverse society



Grade 4 Learning Outcomes

CM7	IC7	CUS7	CM8	IC8	CUS8
Compassion, Empathy	Growing Up and Wellbeing	Trade, Travel and Communication's Influence on Culture	Peace, Responsibility	Helping and Making a Difference	Trade, Travel and Communication's Influence on Culture
<ul style="list-style-type: none"> Explain, and give examples of, the key qualities of compassion, empathy, respect and tolerance Discuss occasions in which students have shown or not shown, compassion and tolerance towards others Consider the wider world and identify groups of people who are intolerant of others or who are themselves the victims of intolerance Understand why self-respect is a necessary part of respecting others 	<ul style="list-style-type: none"> Know how one can grow and develop in a positive way, co-operating and collaborating with others to maintain wellbeing Understanding the challenges of growing up, maturing, and learning to manage these changes by identifying when they occur and communicating their concerns to others, while realising that change can be positive Understand what wellbeing means and the tools, techniques and help available to promote and maintain wellbeing, both physical and emotional, without striving to meet unrealistic notions of 'happiness' that may be portrayed in the media Identify who to ask for help to deal with change and loss, drawing on support from the community 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Show a greater understanding of how to solve conflicts at home and at school Understand and explain that communication is the key to conflict resolution Demonstrate, independently a compromise Notice when a conflict could happen and do what they can to prevent it Make and act upon appropriate and sensible decisions Recognise the consequences of their actions Describe how they show social responsibility Take care of themselves and their property 	<ul style="list-style-type: none"> Understand how they learn and the benefits of accepting help from other people to improve their learning, working collaboratively with others to achieve goals, being responsible for their input, and using problem solving to complete individual or group activities Understand how they can make a difference by helping others and building relationships based on trust and respect, applying communication skills to maintain supportive relationships Identify and confidently participate in activities in the school and wider community and make a positive contribution in relation to learning, supporting others and community activities, communicating effectively with others and being enthusiastic 	<ul style="list-style-type: none"> Identify aspects of trade, commerce and communications in modern-day UAE Work at a basic level with some of the concepts that are part of acquiring economic literacy Undertake a simple analysis of the impact of economic expansion on society and the environment and explain findings to their peers Explain the benefits and challenges offered by new means of communication



Grade 5 Learning Outcomes

CM9	IC9	CIS1	CM10	IC10
Cognitive and Emotional Empathy	Taking Responsibility for Oneself and Others	Settlement, Family and Kinship in the UAE	Moral Character, Virtue Ethics	Ethics in Sport, Leisure
<ul style="list-style-type: none"> Explain the meaning of care, kindness and generosity to other students and the teacher, including examples of situations in which students (or people they know) have demonstrated these values in everyday life Tell other students how they perceive an ethical dilemma (e.g. in a story the students read) with a fair degree of clarity Restate succinctly the key points of a fellow student's perception of an ethical dilemma, check for accuracy and give the original speaker an opportunity to clarify Guess the feelings of different people (or characters in a story) who find themselves in an ethical dilemma 	<ul style="list-style-type: none"> Recognise the factors that affect confidence and self-esteem, and how to develop their resilience Present and discuss ideas about identity and how the attitudes and actions of others can affect individuals' sense of self-worth positively or negatively Demonstrate an awareness of the needs of others, including vulnerable groups (such as the elderly) and provide practical support and consideration and support Demonstrate an awareness of environmental issues locally and at a national and global level Understand how one affects and influences environmental issues, including how to can take practical action on issues such as recycling, litter and noise 	<ul style="list-style-type: none"> Describe and explain the main changes that have taken place with: <ul style="list-style-type: none"> people coming to and settling in the UAE families and family groupings Explain and discuss relevant concepts and terminology Appreciate the importance and value to the individual of family and kinship bonds 	<ul style="list-style-type: none"> Behave virtuously, for example by demonstrating a capacity for patience or forgiveness, in dealing with other people (perhaps their classmates) Engage in a discussion about what it might mean to be a good person (while being aware that there are different ways of defining a 'good person') Recognise that it is possible for humans to change for the better – that is, to develop their moral character – and that nobody is inherently a good or bad person 	<ul style="list-style-type: none"> Analyse and evaluate how the Olympic values can be used as an inspiration and motivational tool for self-growth, drawing on examples of inspirational Olympians Make informed decisions on how to use leisure time most effectively by providing evidence of increased participation in the local community Confidently debate ethical questions surrounding sport, particularly the reasons for foul play, doping and cheating and whether tolerance or forgiveness should be applied



Grade 6 Learning Outcomes

CM11	IC11	CIS2	CM12	IC12
Equality, Justice as Fairness	Physical Health and Diet	How the UAE Grew Into the Diverse, Inclusive Society that it is Today	Respect and Tolerance in a Diverse Society	Mental Health
<ul style="list-style-type: none"> Give an account of some of the problems that can arise when considering equality (for example, the tension between equality of opportunity and equality in outcomes) Explain that distributive justice is about how scarce resources – such as wealth, work or positions (e.g. leadership positions) – are allocated fairly within a group or wider community Understand the importance and contested nature of reasoning about how one might go about deciding what is fair Demonstrate a personal commitment to fostering just or fair distributions of scarce resources (initially among classmates, family and friends) 	<ul style="list-style-type: none"> Recognise the responsibility for caring for themselves, including the importance of healthy eating, sufficient sleep and regular exercise, and explain how choices about these factors affect their lives in the short and longer term Understand and explain the different ways in which diseases are spread and how to avoid infection and contamination at the individual and community levels, including the importance of sanitation and clean water Analyse and consider the concepts of individual and collective responsibility in relation to health within the context of a community-based project or resource, such as sports facilities or health centres Talk about examples of global health concerns, such as malaria and malnutrition, the factors that increase the spread of diseases, including the impact of poverty, and how health concerns are tackled. 	<ul style="list-style-type: none"> Explain and give examples of what is meant by terms such as 'multiculturalism', 'diversity', 'cultural heritage' and 'inclusivity' Research and analyse how and why Emirati culture has changed over time and the ways in which museums, art galleries, archives and other bodies maintain the cultural heritage Discuss with peers the concept of what should be valued and maintained, and what can be learnt from our past to inform the future Evidence 'cultural competence' by participating in a school or community-based activity or event 	<ul style="list-style-type: none"> Explain how social background (such as social class, school, town, ethnicity and religion) plays a role in fostering (or undermining) tolerance, respect and equality between people Give reasons why it is important to respect the beliefs, values and traditions of others Articulate own prejudices and provide strategies to overcome the prejudices Demonstrate respect for differences while treating peers as equals in interactions in the classroom and wider school 	<ul style="list-style-type: none"> Explain that mental health not just a physical condition but also a mental one and that they have a responsibility to care for one's mental health as well as physical health and understand the links between them Understand how to be mentally healthy and resilient and the way to support their resilience – through organising and managing their learning, support from family and friends, participation in arts, sport and music – as well as the risk factors, such as isolation, substance abuse and risky behaviour Know how to access and use more structured support such as mindfulness, peer support and formal counselling Explain how and who to ask for help and advice when concerned about mental health issues Be reflective of what causes stress or mood changes, have strategies to manage those conditions, and understand how others may behave when stressed and how to be supportive in their responses Understand that mental ill health can affect anyone; it is not something to stigmatise – know about the nine basic types of mental health issues young people experience and what they need to look out for if someone is at risk



Grade 7 Learning Outcomes

CM13	IC13	CIS3	CM14	IC14
Individual Moral Responsibilities, Duties and Obligations	Making Good Decisions	Trade, Travel and Communications: The UAE in an Increasingly Globalised and Interconnected World; Cultural Exchange	Human Needs	Digital Challenge
<ul style="list-style-type: none"> Tell others what key responsibilities and duties one has towards the students' own class Demonstrate awareness of, and ability to discuss, responsibilities and duties as daughters and sons in the context of daily family life 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 Reason about 'the right thing to do', applying one or more of the moral rules discussed during the unit, for example as a response to the question: when might a student have a moral duty to disobey a command given by a teacher? (Here one possible response would be that the teacher required the student to do something that discriminated against another student.) 	<ul style="list-style-type: none"> Explain and understand what is meant by risk and consequence Recognise and understand possible risks and dangers in the home and local environment and be able to explain how to keep oneself and others safe Know how to respond when harmful or dangerous situations arise, including knowing how to protect oneself so one is not harmed and how to get help, for example by contacting emergency services Understand the value of and demonstrate some basic first aid skills Understand the dangers from crime and how to protect oneself and others from the risk of being victims Discuss the risks and possible consequences of irresponsible behaviour for perpetrators and victims, including how it may lead to criminal action Consider how irresponsible and criminal behaviour is treated in school and in society 	<ul style="list-style-type: none"> Understand and discuss the concept of 'globalisation', what it means, some of the issues it raises and how it affects the UAE Understand and discuss the idea of a sustainable global economy, the challenges it faces, and how these might be addressed Understand and work with economic concepts Make an informed evaluation of the impact of advances in communication on the individual, society and inter-societal relations 	<ul style="list-style-type: none"> Name some basic human needs, explain what they entail and why meeting such needs is important Present and justify views for or against a link between unmet, basic human needs and the occurrence of violent conflict Demonstrate the need for and a commitment to the fundamental value of each human life 	<ul style="list-style-type: none"> Explain how to protect oneself on social media and what the short and longer term risks are, including potential criminal use of information such as identity theft Understand how digital media may be used maliciously for grooming, bullying and stalking. Be aware of the different forms this malicious use can take, how it hurts individuals and what action they should take if they think they or their peers are at risk Talk about the range of digital sources and sites one engages with and how these reflect the context, purposes, culture, values and views of the providers Talk about examples of factual reporting, opinion, propaganda, campaigning and advertising in the media, the risks of accepting things at face value and how to check information for factors such as accuracy, bias, selectively Understand how images and text can be modified and selected to present different messages. Undertake a project to present the same information in a negative and a positive way. Explore how individuals and groups react to information and how the way it is presented can elicit emotional as well as rational responses. Undertake a simple project using a range of media to persuade peers about an idea.



Grade 8 Learning Outcomes

CM15	IC15	CIS4	CM16	IC16
Morality in the Context of Communities	Valuing Diversity	The Growth of Consultative Governance in the UAE	Morality in the Context of States	Dealing with Conflict
<ul style="list-style-type: none"> Explain what a community is and why being a member of at least one community or social group is important to most people Name the main types of communities and social groups in UAE Give an account of (at least) one community or social group to which they, as individuals, belong and specify some of the shared values and duties of the participants in that community or group Explain the meaning of social cohesion and indicate why it might be an important value for the communities and groups that the students belong to Discuss with other students why it might be valuable to promote social cohesion both in the groups to which the students belong and more generally in the wider society of the UAE 	<ul style="list-style-type: none"> Evaluate understanding of diversity and equality within the community and across the UAE and the challenges that emerge (including how the media handle them), and articulate what equality means in practice and the benefits that diversity can bring to communities Have an appreciation of personal tolerance, and an understanding of the causes and issues surrounding intolerance, discrimination and prejudice Recognise that they too may have individual prejudices which can be explored and overcome Explain (at a basic level) about the cycle of bias and discrimination and identify how these attitudes are destructive and how they can be overcome Demonstrate respect and empathy for, and sensitivity to, individuals who are different or who come from different backgrounds and how they can be included in communities and societies Talk about examples of how individuals and movements have fought discrimination, prejudice and intolerance and discuss what they have learnt from these examples 	<ul style="list-style-type: none"> Identify key developments in the growth of consultative government at local and national levels within 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 Engage in debate in ways which demonstrate an understanding of and willingness to participate in processes of consultation aimed at achieving consensus 	<ul style="list-style-type: none"> Define 'state' and 'government' different, historical forms of government and main forms of government in contemporary states around the world Put forward a reasonably well-justified argument about the key characteristics of a good government Discuss the role of government in increasing/ decreasing the level of social equality and cohesion in a country such as the UAE 	<ul style="list-style-type: none"> Confidently use a range of strategies to deal with internal and external conflict, evidencing this through participation in a series of scenarios and role plays where students are asked to make decisions based on different levels of conflict that they may find themselves in Articulate to others how they value the importance of tolerance and being empathetic to others who may face external conflict that affects their wellbeing (i.e. refugee crises) Develop an understanding of why external conflicts take place and how conflict resolution strategies and diplomacy can be effective in bringing about an end to conflict Provide advice to others on how to manage internal conflict and cope with external forces that are out of their control Recognise how to use conflict resolution strategies such as being open and honest and respecting the views of others who may have different values and beliefs



Grade 9 Learning Outcomes

CM17	IC17	CUS9	CIS5 CIS6	CIS7
Introduction to Global Ethics	Financial Awareness	What Should be Preserved and How	Governments, Authority and the Judiciary System in the UAE	Being an Active Citizen (part 1)
<ul style="list-style-type: none"> Explain what is meant by 'ethics' and ethical enquiry in the context of international relations Discuss the UAE's relations with other states and its role in international organisations and other global forums Name the key ethical challenges for humanity and know how to find out more about them (using reliable sources on the Internet and elsewhere) Outline ways in which people and collective actors (such as states, regional and international organisations) might go about alleviating a specific global ethical challenge 	<ul style="list-style-type: none"> Make informed decisions on how to responsibly budget, save, invest and borrow, which can be evidenced through students being asked to budget responsibly over the course of a week in response to a range of scenarios Develop entrepreneurial skills by being asked to invest in a 'business' – produce a business plan and take financial decisions based on how the company is coping with economic and global pressures Confidently discuss how to avoid financial complications through providing examples of financial mismanagement, greed, poor governance (banking crises/third world countries and corrupt leaders) Demonstrate an appreciation of the value of money through articulating how less fortunate groups and communities can be financially supported through improved financial management and philanthropy Provide evidence of having acted responsibly when using money, for example opening a bank account and using a budget that has a combination of necessities and luxuries 	<ul style="list-style-type: none"> Understand and describe the links between historical and natural environments and the necessity of preserving them for future generations and humanity Describe a selected site or aspect of the intangible heritage in terms of its historical, cultural and socio-economic value Recognise the various threats to cultural heritage Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism Evaluate the role one can play in preserving heritage and how they can contribute 	<ul style="list-style-type: none"> Describe the main features, principal bodies 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 Discuss the relationship between the federal government of the UAE and the local system of government with which they are most familiar 	<ul style="list-style-type: none"> Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement Identify how one can make a positive difference to the local community and wider society Demonstrate personal skills such as leadership and good teamwork



التربية الأخلاقية
MORAL EDUCATION

Learning Outcomes (Grades 1 to 9)



Character and Morality Learning Outcomes (Grades 1 to 9)

GRADE 1	GRADE 1	GRADE 2	GRADE 2	GRADE 3	GRADE 3	GRADE 4	GRADE 4	GRADE 5	GRADE 5	GRADE 6	GRADE 6	GRADE 7	GRADE 7	GRADE 8	GRADE 8	GRADE 9
Fairness, Affection	Caring, Honesty	Tolerance and Respect for Difference	Resilience, Perseverance	Equality, Appreciation	Thoughtfulness, Co-Operation	Compassion, Empathy	Peace, Responsibility	Cognitive and Emotional Empathy	Moral Character, Virtue Ethics	Equality, Justice as Fairness	Respect and Tolerance in a Diverse Society	Individual Moral Responsibilities, Duties and Obligations	Human Needs	Morality in the Context of Community	Morality in the Context of States	Introduction to Global Ethics
<ul style="list-style-type: none"> Give a simple explanation of what is meant by fairness and unfairness Recognise a fair and an unfair situation Suggest how to make an unfair situation fair Recognise that an apology is required if they have acted unfairly Know that affection can be given and received in different ways Talk about themselves in positive terms 	<ul style="list-style-type: none"> Understand what caring means and that it can take many different forms Describe how they care for themselves and are independent Demonstrate the ways in which they care for others, focusing on friends and family Explain how they can care for the school environment Explain the difference between honesty and dishonesty Use a wide range of vocabulary to express their feelings objectively, without blaming others and without hurting the feelings of someone else 	<ul style="list-style-type: none"> Recognise that we are all different and why this is to be welcomed and respected Praise and celebrate special features in others Know who and what they should respect Understand they must treat others how they wish to be treated themselves Identify ways to be more understanding towards others Have a greater vocabulary to describe their feelings 	<ul style="list-style-type: none"> Discuss what is meant by resilience and perseverance and give examples of individuals and groups of people who have demonstrated these qualities Identify and talk about their own strengths and use them to overcome difficulties Undertake a challenging project-based activity and pursue it without giving up Take part in giving and receiving constructive feedback with their peers Recognise the importance of making every effort to achieve the best they can in the activities they undertake both in their school work and daily lives 	<ul style="list-style-type: none"> Describe what treating people equally means Distinguish between cases of treating people equally and treating people fairly Recognise how to respond when confronted with examples of inequality of treatment Explain what is meant by appreciation and how to express it in ways that are appropriate 	<ul style="list-style-type: none"> Act in ways that demonstrate they know what it means to be thoughtful and show consideration for others Show a greater understanding of how their actions affect the feelings of others around them Understand why co-operative working is important and how group activities should be conducted Work effectively as a member of a group 	<ul style="list-style-type: none"> Understand key qualities of compassion, empathy, respect and tolerance Occasions on which one has shown, or failed to show, compassion and tolerance towards others Identify groups of people who are intolerant of others or who are themselves victims of intolerance Understand self-respect as a necessary part of respecting others 	<ul style="list-style-type: none"> Understand how to solve conflicts Communication as key to conflict resolution Demonstrate compromise How to notice and prevent possible conflicts Make and act upon appropriate and sensible decisions Recognise the consequences of actions Show social responsibility Take care of oneself and property 	<ul style="list-style-type: none"> Meaning of the moral values of care, kindness and generosity to other students and teacher Perception of an ethical dilemma Restate key points of a fellow student's perception of an ethical dilemma Discuss feelings of different people in ethical dilemmas 	<ul style="list-style-type: none"> Behave virtuously, for example by demonstrating a capacity for patience or forgiveness, in their dealings with other people (perhaps in the first place their classmates) Engage in a discussion about what it might mean to be a good person (while being aware that there are different ways of defining a 'good person') Recognise that it is possible for humans to change for the better – that is, to develop their moral character – and that nobody is inherently a good or bad person 	<ul style="list-style-type: none"> State problems that can arise when considering equality Distributive justice as allocation of scarce resources within a group or wider community Understand what is fair for someone Personal commitment to fostering just or fair distributions of scarce resources 	<ul style="list-style-type: none"> Explain how social background (such as social class, school, town, ethnicity and religion) plays a role in fostering (or undermining) tolerance, respect and equality between people Give reasons why it is important to respect the beliefs, values and traditions of others Articulate some of their own prejudices and provide strategies to overcome the prejudices Demonstrate respect for differences while treating peers as equals in interactions in the classroom and wider school 	<ul style="list-style-type: none"> Key responsibilities and duties towards students Awareness of, and ability to discuss, responsibilities and duties as daughters and sons Name and justify basic moral rules Understand reasoning behind 'the right thing to do' 	<ul style="list-style-type: none"> Name some basic human needs, explain what they entail and why meeting such needs is important Present and justify their view for or against a link between unmet, basic human needs and the occurrence of violent conflict Demonstrate the need for and a commitment to the fundamental value of each human life 	<ul style="list-style-type: none"> What is a community and why it matters Name types of communities and social groups in UAE State a community and its shared values and duties Meaning of social cohesion and why it is an important value Promoting social cohesion both in groups and in the wider society 	<ul style="list-style-type: none"> Define 'state' and 'government' Different, historical forms of government and main forms of government in contemporary states around the world Put forward a reasonably well-justified argument about the key characteristics of a good government Discuss the role of government in increasing/decreasing the level of social equality and cohesion in a country such as the UAE 	<ul style="list-style-type: none"> Meaning of 'ethics' and ethical enquiry in international relations Understand UAE's relations with other states and role in international organisations Key ethical challenges for humanity and how to find out more about them How people and collective actors go about alleviating global ethical challenges



The Individual and the Community Learning Outcomes (Grades 1 to 9)

GRADE 1	GRADE 1	GRADE 2	GRADE 2	GRADE 3	GRADE 3	GRADE 4	GRADE 4	GRADE 5	GRADE 5	GRADE 6	GRADE 6	GRADE 7	GRADE 7	GRADE 8	GRADE 8	GRADE 9
<p>Me and My Family</p> <ul style="list-style-type: none"> Use an expanded vocabulary to describe and express their feelings, recognising whether a feeling is positive or negative and knowing what can cause certain feelings, particularly worry and anxiety Talk about the things they are good at and those things they find more difficult, knowing that different people have different strengths and weaknesses, but that there are instances when they should try to improve Explain what they like and dislike, giving reasons for their preferences and acknowledging that they can learn to like things and that not everyone likes the same things Identify the people who are important to them and the relationships that exist between them, along with the roles that family and friends have when caring for each other Explore their feelings in the context of their important relationships, including family and friends 	<p>Friendship</p> <ul style="list-style-type: none"> Explain what friendship is and why maintaining good friendships is important, knowing that friends can have different backgrounds, opinions and interests Confidently make new friends and treat their friends well and with respect through behaviour that shows care, empathy, acceptance and support in different situations, including resolving conflict and deal with difficult situations Identify in what ways people in the local community might be different from each other, adapting behaviour to interact effectively, and being willing to discover new people and cultures Show respect for a range of people and roles and understand that certain situations and objects also require respectful behaviour 	<p>Self-Identify and Working with Others</p> <ul style="list-style-type: none"> Behave in a way that ensures they learn effectively and benefit fully from being at school, demonstrating that they know what their place in school is, what school expects of them and how their behaviour should be adapted in different situations (at school, playing with friends, and at home) Recognise how their actions as an individual affect others and apply appropriate levels of self-awareness and responsibility to interact correctly with other members of the school community and in role-play activities Work confidently as a member of a team, applying communication skills and problem solving to effectively contribute to the achievement of goals, while avoiding attitudes and behaviour that are detrimental to successful teamwork Provide help and support to other students, using appropriate techniques in a range of straightforward scenarios presented to them, demonstrating respect for a range of views and empathy for other people's feelings 	<p>Being Healthy and Staying Well</p> <ul style="list-style-type: none"> Understand why it is important to be healthy and what they can do to maintain a healthy lifestyle to ensure emotional and physical wellbeing Participate enthusiastically in school activities to promote healthy living – including diet, exercise and fitness – showing determination and commitment to achieve their goals Recognise that they, and others, have a range of feelings, both positive and negative, and know how to identify what they and other people are feeling Recognise, and react appropriately to, other people's feelings, knowing when and how to care for and support others Use an appropriate vocabulary to express how they feel when things change and apply basic coping strategies to deal with change, having confidence and persistence to complete the task 	<p>Me and My World</p> <ul style="list-style-type: none"> Demonstrate an awareness of their world and where they fit within it, ranging from their immediate experience of the world through to the wider world at community and country levels and be curious to find out more about the wider world and the people in it Explain which people and things matter to them (including traditions, places, heritage, nature, values, etc.) and give reasons why these things are important, and show care, value and respect for things that matter to them Understand why it is important to protect the environment (school, community and global), the things that can damage these environments and know how to minimise or prevent environmental damage Take action to protect their environment, using communication skills to work with others and engage them in the action, use problem-solving skills to overcome challenges and show commitment and persistence to complete the task 	<p>Being Brave and Staying Safe</p> <ul style="list-style-type: none"> Understand what it means to take responsibility for their own behaviour and identify when and how their behaviour may be upsetting others and how being honest about their own actions can benefit others Understand what bullying is, and be able to describe the main elements, why people bully others, the characteristics of bullies, different forms of bullying, the power imbalance, how bullying can be stopped Understand how it might feel to be a target of, or a witness to, bullying Recognise when and how to tell someone about bullying and have the courage to speak out Understand how to keep themselves safe online, using basic IT skills to manage their safety and using caution to assess interactions and situations that may be unsafe 	<p>Growing Up and Wellbeing</p> <ul style="list-style-type: none"> Know how they can grow and develop in a positive way, co-operating and collaborating with others to maintain wellbeing Understand that they will face challenges and changing situations as they grow and can learn to manage these changes by identifying when they occur and communicating their concerns to others, while realising that change can be positive Understand what wellbeing means and the tools, techniques and help available to promote and maintain wellbeing, both physical and emotional, without striving to meet unrealistic notions of 'happiness' that may be portrayed in the media Identify who to ask for help to deal with change and how they can take practical action on issues such as recycling, litter and noise 	<p>Helping and Making a Difference</p> <ul style="list-style-type: none"> Understand how the benefits of accepting help from other people to improve their learning, working collaboratively with others to achieve goals, being responsible for their input, and using problem solving to complete individual or group activities Understand how they can make a difference by helping others and building relationships based on trust and respect, applying communication skills to maintain supportive relationships Identify and confidently participate in activities, communicating effectively with others and being enthusiastic 	<p>Taking Responsibility for Oneself and Others</p> <ul style="list-style-type: none"> Recognise the factors that affect their confidence and self-esteem, and how they can develop their resilience Present and discuss ideas about identity and how the attitudes and actions of others can affect individuals' sense of self-worth either positively or negatively Demonstrate an awareness of the needs of others, including vulnerable groups (such as the elderly) and provide practical support and consideration and support Demonstrate an awareness of environmental issues locally to their homes and school and at a national and global level Understand how they affect and influence environmental issues, including how they can take practical action on issues such as recycling, litter and noise 	<p>Ethics in Sport, Leisure</p> <ul style="list-style-type: none"> Analyse and evaluate how the Olympic values can be used as an inspiration and motivational tool for their own self-growth, drawing on examples of inspirational Olympians Make informed decisions on how to use their leisure time most effectively by providing evidence of increased participation in the local community Confidently debate with others some of the ethical questions surrounding sport, particularly the reasons for foul play, doping and cheating and whether tolerance or forgiveness should be applied 	<p>Physical Health and Diet</p> <ul style="list-style-type: none"> 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 Analyse and consider the concepts of individual and collective responsibility in relation to health within the context of a community-based project or resource, such as sports facilities or health centres Talk about examples of global health concerns, such as malaria and malnutrition, the factors that increase the spread of diseases, including the impact of poverty, and how health concerns are tackled. 	<p>Mental Health</p> <ul style="list-style-type: none"> Explain that mental health not just a physical condition but also a mental one and that they have a responsibility to care for their mental as well as their physical health and understand the links between them Understand how to be mentally healthy and resilient and the way they can support their resilience – through organising and managing their learning, support from family and friends, participation in arts, sport and music – as well as the risk factors, such as isolation, substance abuse and risky behaviour Know how to access and use more structured support such as sports facilities or health centres Explain how and who to ask for help and advice for themselves and others when they are concerned about mental health issues Be reflective of what causes them to be stressed or have mood changes, have strategies to manage those conditions and understand how others may behave when stressed and how to be supportive in their responses Understand that mental ill health can affect anyone, it is not something to stigmatise – know about the nine basic types of mental health issues young people experience and what they need to look out for if someone is at risk 	<p>Making Good Decisions</p> <ul style="list-style-type: none"> Explain and understand what is meant by risk and consequences Recognise and understand possible risks and dangers in the home and local environment and be able to explain how to keep themselves and others safe Know how to respond when harmful or dangerous situations arise, including knowing how to protect themselves so they are not harmed and how to get help, for example by contacting emergency services Understand the value of and demonstrate some basic first aid skills appropriate to their age Understand the dangers from crime and how they can protect themselves and others from the risk of being victims of crime Discuss the risks and possible consequences of irresponsible behaviour for perpetrators and victims, including how it may lead to criminal action Consider how irresponsible and criminal behaviour is treated in school and in society 	<p>Digital Challenge</p> <ul style="list-style-type: none"> Explain how they protect themselves on social media and what the short and longer term risks are, including potential criminal use of information such as identity theft Understand how digital media be used maliciously for grooming, bullying and stalking. Be aware of the different forms this malicious use can take, how it hurts individuals and what action they should take if they think they or their peers are at risk Talk about the range of digital sources and sites they engage with and how these reflect the context, purposes, culture, values and views of the providers Talk about examples of factual reporting, opinion, propaganda, campaigning and advertising in the media, the risks of accepting things at face value and how they can check information for factors such as accuracy, bias, selectivity Understand how images and text can be modified and selected to present different messages. Undertake a project to present the same information in a negative and a positive way Explore how individuals and groups react to information and how the way it is presented can elicit emotional as well as rational responses. Undertake a simple project using a range of media to persuade their peers about an idea. 	<p>Valuing Diversity</p> <ul style="list-style-type: none"> Evaluate their understanding of diversity and equality within their community and across the UAE and the challenges that emerge (including how the media handle them), and articulate what equality means in practice and the benefits that diversity can bring to communities Have an appreciation of personal tolerance, and an understanding of the causes and issues surrounding intolerance, discrimination and prejudice Recognise that they too may have individual prejudices which can be explored and overcome Explain (at a basic level) about the cycle of bias and discrimination and identify how these attitudes are destructive and how they can be overcome Demonstrate respect and empathy for, and sensitivity to, individuals who are different or who come from different backgrounds and how they can be included in different societies Talk about examples of how individuals and movements have fought discrimination, prejudice and intolerance and discuss what they have learnt from these examples 	<p>Dealing with Conflict</p> <ul style="list-style-type: none"> Confidently use a range of strategies to deal with internal and external conflict, evidencing this through participation in a series of scenarios and role plays where they are asked to make decisions based on different levels of conflict that they may find themselves in Articulate to others how they value the importance of tolerance and being empathetic to others who may face external conflict that affects their wellbeing (i.e. refugees crises) Develop an understanding of why external conflicts takes place and how conflict resolution strategies and diplomacy can be effective in bringing about an end to conflict Provide advice to others on how to manage internal conflict and cope with external forces that are out of their control Recognise how to use conflict resolution strategies such as being open and honest and respecting the views of others who may have different values and beliefs 	<p>Financial Awareness</p> <ul style="list-style-type: none"> Make informed decisions on how to responsibly budget, save, invest and borrow, which can be evidenced through students being asked to budget responsibly over the course of a week in response to a range of scenarios Develop their entrepreneurial skills through being asked to invest in a business – produce a business plan and take financial decisions based on how the company is coping with economic and global pressures Confidently discuss how to avoid financial complications through providing examples of financial mismanagement, greed, poor governance (banking crises/ third world countries and corrupt leaders) Demonstrate an appreciation of the value of money through articulating how less fortunate groups and communities can be financially supported through improved financial management and philanthropy Provide evidence that they have acted responsibly when using money, for example opening a bank account and using a budget that has a combination of necessities and luxuries



Civic Studies Learning Outcomes (Grades 1 to 9)

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 9
<p>Settlement, Family and Kinship in the UAE</p> <ul style="list-style-type: none"> Describe and explain the main changes that have taken place with: people coming to and settling in the UAE families and family groupings Explain and discuss relevant concepts and terminology Appreciate the importance and value to the individual of family and kinship bonds 	<p>How the UAE Grew Into the Diverse, Inclusive Society that it is Today</p> <ul style="list-style-type: none"> Explain and give examples of what is meant by terms such as 'multiculturalism', 'diversity', 'cultural heritage' and 'inclusivity' Research and analyse how and why Emirati culture has changed over time and the ways in which museums, art galleries, archives and other bodies maintain the cultural heritage 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 Evidence their 'cultural competence' by participating in a school or community-based activity or event 	<p>Trade, Travel and Communications: The UAE in an Increasingly Globalised and Interconnected World; Cultural Exchange</p> <ul style="list-style-type: none"> Understand and discuss the concept of 'globalisation', what it means, some of the issues it raises and how it affects the UAE Understand and discuss the idea of a sustainable global economy, the challenges it faces, and how these might be addressed Understand and work with some economic concepts Make an informed evaluation of the impact of advances in means of communication on the individual, society and inter-social relations 	<p>The Growth of Consultative Governance in the UAE</p> <ul style="list-style-type: none"> Identify the key developments in the growth of consultative government at local and national levels within 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 Engage in debate in ways which demonstrate an understanding of and willingness to participate in processes of consultation aimed at achieving consensus 	<p>Governments, Authority and the Judiciary System in the UAE</p> <ul style="list-style-type: none"> Describe the main features, principal bodies 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 Discuss the relationship between the federal government of the UAE and the local system of government with which they are most familiar 	<p>Being An Active Citizen (Part 1)</p> <ul style="list-style-type: none"> 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 Demonstrate personal skills such as leadership and good teamwork



Cultural Studies Learning Outcomes (Grades 1 to 9)

GRADE 1	GRADE 1	GRADE 2	GRADE 2	GRADE 3	GRADE 3	GRADE 4	GRADE 4	GRADE 9
<p>Discovering UAE Heritage Through Story Telling</p> <ul style="list-style-type: none"> Use an expanded vocabulary to describe and express their feelings, recognising whether a feeling is positive or negative and knowing what can cause certain feelings, particularly worry and anxiety Talk about the things they are good at and those things they find more difficult, knowing that different people have different strengths and weaknesses, but that there are instances when they should try to improve Explain what they like and dislike, giving reasons for their preferences and acknowledging that they can learn to like things and that not everyone likes the same things Identify the people who are important to them and the relationships that exist between them, along with the roles that family and friends have when caring for each other Explore their feelings in the context of their important relationships, including family and friends 	<p>Intangible Heritage</p> <ul style="list-style-type: none"> Explain what friendship is and why maintaining good friendships is important, knowing that friends can have different backgrounds, opinions and interests Confidently make new friends and treat their friends well and with respect through behaviour that shows care, empathy, acceptance and support in different situations, including the use of problem solving to resolve conflict and deal with difficult situations Identify in what ways people in the local community might be different from each other, accepting these differences, adapting behaviour to interact effectively, and being willing to discover new people and cultures Show respect for a range of people and roles and understand that certain situations and objects also require respectful behaviour 	<p>What Objects and Symbols Can Tell Us</p> <ul style="list-style-type: none"> Behave in a way that ensures they learn effectively and benefit fully from being at school, demonstrating that they know what their place in school is, what school expects of them and how their behaviour should be adapted in different situations (at school, playing with friends, and at home) Recognise how their actions as an individual affect others and apply appropriate levels of self-awareness and responsibility to interact correctly with other members of the school community and in role-play activities Work confidently as a member of a team, applying communication skills and problem solving to effectively contribute to the achievement of goals, while avoiding attitudes and behaviour that are detrimental to successful teamwork Provide help and support to other students using appropriate techniques in a range of straightforward scenarios presented to them, demonstrating respect for a range of views and empathy for other people's feelings 	<p>What Objects and Symbols Can Tell Us: Similarities and Differences</p> <ul style="list-style-type: none"> Understand why it is important to be healthy and what they can do to maintain a healthy lifestyle to ensure emotional and physical wellbeing Participate enthusiastically in school activities to promote healthy living – including diet, exercise and fitness – showing determination and commitment to achieve their goals Recognise that they, and others, have a range of feelings, both positive and negative, and know how to identify what they and other people are feeling Recognise, and react appropriately to, other people's feelings, knowing when and how to care for and support others Use an appropriate vocabulary to express how they feel when things change and apply basic coping strategies to deal with change, having confidence to ask for help as necessary 	<p>Understanding UAE Culture (Part 1)</p> <ul style="list-style-type: none"> Demonstrate an awareness of their world and where they fit within it, ranging from their immediate experience of the world through to the wider world at community and country levels and be curious to find out more about the wider world and the people in it Explain which people and things matter to them (including traditions, places, heritage, nature, values, etc.) and give reasons why these things are important, and show care, value and respect for things that matter to them Understand why it is important to protect the environment (school, community and global), the things that can damage these environments and know how to minimise or prevent environmental damage Take action to protect their environment, using communication skills to work with others and engage them in this action, use problem-solving skills to overcome challenges and show commitment and persistence to complete the task 	<p>Understanding UAE Culture (Part 2)</p> <ul style="list-style-type: none"> Understand what it means to take responsibility for their own behaviour and how being honest about their own actions can benefit others Understand what bullying is, and be able to describe the main elements, why people bully others, the characteristics of bullies, different forms of bullying, the power imbalance, how bullying can be stopped Understand how it might feel to be a target of, or a witness to, bullying Recognise when and how to tell someone about bullying and have the courage to speak out Understand how to keep themselves safe online, using basic IT skills, to manage their safety and using caution to assess situations that may be unsafe 	<p>Trade, Travel and Communication's Influence on Culture (Part 1)</p> <ul style="list-style-type: none"> Know how they can grow and develop in a positive way, co-operating and collaborating with others to maintain wellbeing Understand that they will face challenges and changing situations as they grow and can learn to manage these changes by identifying when they occur and communicating their concerns to others, while realising that change can be positive Understand what wellbeing means and the tools, techniques and help available to promote and maintain wellbeing, both physical and emotional, without striving to meet unrealistic notions of 'happiness' that may be portrayed in the media Identify who to ask for help to deal with change and loss, for themselves and others, drawing on support from the community 	<p>Trade, Travel and Communication's Influence on Culture (Part 2)</p> <ul style="list-style-type: none"> Understand how they learn and the benefits of accepting help from other people to improve their learning, working collaboratively with others to achieve goals, being responsible for their input, and using problem solving to complete individual or group activities Understand how they can make a difference by helping others and building relationships based on trust and respect, applying communication skills to maintain supportive relationships Identify and confidently participate in activities in the school and wider community and make a positive contribution in relation to learning, supporting others and community activities, communicating effectively with others and being enthusiastic 	<p>What Should Be Preserved and How</p> <ul style="list-style-type: none"> Recognise the factors that affect their confidence and self-esteem, and how they can develop their resilience Present and discuss ideas about identity and how the attitudes and actions of others can affect individuals' sense of self-worth either positively or negatively Demonstrate an awareness of the needs of others, including vulnerable groups (such as the elderly) and provide practical support and consideration and support Demonstrate an awareness of environmental issues locally to their homes and school and at a national and global level Understand how they affect and influence environmental issues, including how they can take practical action on issues such as recycling, litter and noise



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**What is Expected
of Schools?**

What is Expected of Schools?

Schools need to consider a number of factors, such as the organisation of timetables, staffing, resourcing and parental engagement strategies in order to ensure the effective delivery of the Moral Education Program.

Delivering the Moral Education Program

The Moral Education Program is a universal curriculum with clear learning outcomes and therefore it must not be taught as part of Islamic Studies.

Ministry of Education Public schools throughout the UAE will be required to deliver 45 minutes per week and teach the Moral Education Program as a discrete curriculum for Grades 1 to 9 beginning September 2017.

ADEC Public schools will be required to deliver the Moral Education Program as an integrated part of the Social Studies curriculum for Grades 1 to 9 beginning September 2017.

Private schools throughout the UAE will be required to deliver the Moral Education Program learning outcomes for Grades 1 to 9 beginning September 2017 but have the flexibility to integrate the curriculum content into existing subjects.

Further guidance will be supplied by all Regulators during the national training for schools in September 2017.

Resourcing the Moral Education Program

All schools will be supplied with a comprehensive set of resources to support the planning and teaching of the Moral Education Program. This will include detailed teacher guides (including example lesson plans) for all grades, student guides and suggested parental engagement activities. These resources will be made available to schools in September of 2017.

In addition to these supplied resources, private schools will need to consider developing their own suitable resources to supplement the Moral Education Program that will be integrated into their existing curriculum.

Staffing the Moral Education Program

Schools are required to nominate an individual to assume the role of **Moral Education Program Coordinator**. This individual will be invited to attend the national training in September 2017 and will be the initial point of contact in the schools for subsequent updates and information regarding the program.

It is expected that other staff will be involved in teaching the Moral Education Program and therefore a Code of Practice has been established to serve as a guide for teachers regarding ethical behaviours and to set expectations for the teaching practice of moral education teachers.

Ethical behaviours:

The teacher shall hereby commit to model their practice and communication always in line with the following ethical behaviours.

Integrity	Demonstrate honesty, reliability and fairness.
Respect	Show respect for religious and cultural values, diversity, tolerance, freedom and social justice. Treat students equitably and deal professionally with parents, colleagues and administrative personnel.
Responsibility	Give greatest priority to the wellbeing and education of all students and take accountability for this responsibility.
Collaboration	Work closely with colleagues and parents in the best interest of the education of all students.
Trust	Demonstrate and build trust in relationships with all stakeholders, including students, parents, colleagues and other members of the community.
Care	Work in the best interest of all students and show a high level of empathy and care, which has a positive influence on their individual behaviour.

Code of Conduct:

In addition, the teacher will commit to the highest standards of professional conduct in line with those listed below:

Relationship with Students	Educators will maintain a caring, professional relationship with all students, both in and outside the classroom	Building secure, professional relationships with all students will be essential to ensure the success of the curriculum delivery. Teaching requires the development of trusting and caring relationships in which students feel secure to reflect and ask questions, which can include personal thoughts, experiences and activities.
Relationship with Community	Educators will respect and cooperate with parents and the community in their daily work to advance student learning	The curriculum intentionally supports teachers to engage parents in their child's learning through the provision of specifically designed materials as part of the teacher's guidance for each individual unit. It is therefore essential that teachers nurture their relationships with the parent community to seek out their engagement, support and feedback.
Relationship with Colleagues	Educators will follow direction from supervisors and collaborate with their professional colleagues in the interest of the education profession.	The success of this new curriculum will rely heavily on the adoption and ownership of a group of like-minded professionals who share a sense of collective responsibility for the consistent implementation of the program. Thus, individuals must work in collaboration to support one another to plan, deliver, review and develop all aspects of the new curriculum in line with the direction and support from their supervisor.
Communications	Educators will ensure that all interactions and communications with colleagues, students, and the public display respect, discretion, and integrity	Teachers of the Moral Education Program will display exemplary practice of moral behaviour not only through their daily communications, but through all aspects of their practice and behaviour.
Local Culture	Educators will understand and respect UAE culture and Islamic values and the values of other religions	Teachers will show a high level of understanding for UAE culture and Islamic values, as well as the values of other religions. They will demonstrate this expert level of understanding through their teaching, as well as through their daily practice, including interactions with colleagues, parents and students.
Tolerance for Diversity	Educators will foster an atmosphere of tolerance in schools and the workplace	Teachers will teach and show a tolerance for diversity and therefore a respect for individuals of different political or religious convictions, both inside and outside the classroom. They will teach all students and all colleagues, equitably and fairly at all times, and ensure their learning environment is free from any form of harassment, bullying or discrimination.

Parental Engagement and Involvement in the Moral Education Program

Parents play a pivotal role in supporting the Moral Education Program and it is expected that schools will actively engage parents in delivering aspects of the curriculum. Examples of activities to involve parents will be provided to schools as part of the supplied program resources.

Assessment of the Moral Education Program

Schools will ultimately be required to assess students against the learning outcomes identified for each grade in the Moral Education Program. However, this will not be a formal requirement in the first year of implementation during 2017-2018. Schools will be provided with further information from the appropriate Regulators regarding an assessment framework and any subsequent implications for inspection of the Moral Education Program.



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National Training for Schools

National Training for Schools

National Training Program

All schools will be invited to attend a national training program run by Moral Education Program approved trainers.

The training is divided into two parts:

- Initial (Standard) Training – one day for all schools.
- Additional (Differentiated) Training – up to an additional two days per school depending on need.

Initial (Standard) Training

The initial standard training will take place between 4 - 11 September 2017 for public and private schools.

Schools will be invited to send two participants to this initial training, one of whom should be the nominated Moral Education Program Coordinator.

This initial one-day training event will introduce the Moral Education Program, provide a detailed overview of the curriculum for Grades 1 to 9, introduce the resources available to support the teaching of the program, examine planning and delivery options, provide examples of parental engagement activities, explore assessment strategies, and review the lessons learned from the pilot schools.

Additional (Differentiated) Training

Following the initial training, the Moral Education Program Coordinator will be required to complete a curriculum mapping activity that will determine the level of need for further training to embed Moral Education in the school.

A schedule of additional differentiated training has been planned throughout the 2017-2018 academic year and further details will be shared with schools in due course.



Frequently Asked Questions

Frequently Asked Questions (FAQs)

Q. Why do we need a Moral Education Program Coordinator?

A. This is a national initiative that requires focus and leadership in the school. As part of the program, schools are expected to appoint a Moral Education Coordinator, who has a pastoral background and has the skills and expertise to oversee a whole school role. This person will also be the first point of contact for the national training to support the introduction of the Moral Education Program.

Q. Who should teach the Moral Education Program?

A. Schools need to identify a team of teachers who will deliver the program across all grades and who are confident and skilled in facilitating questions and dealing impartially with the varied views of students. All teachers will be required to abide by the Code of Practice included in this document.

Q. How do we deliver the Moral Education Program?

A. The Regulators have specified the requirements for delivery depending on the type of school.

- Ministry of Education Public schools must teach the Moral Education Program as a stand-alone subject.
- ADEC Public schools should integrate the Moral Education Program into Social Studies.
- Private schools within the UAE have flexibility to deliver the Moral Education program through existing curriculum. They should create time and space to map the Moral Education curriculum against similar value-based programs, as well as Social Studies to avoid repetition of learning outcomes.

Q. How do we find time to put the Moral Education Program into our timetable?

A. Depending on the type of school, the Regulators have specified how Moral Education should be delivered. It is up to individual schools to decide how this is best organised within their existing curriculum and timetable. Guidance on this, and some of the lessons learned from the pilot schools, will be shared during the national training in September.

Q. Can we integrate the Moral Education Program into Islamic Education?

A. No.

Q. How do we make sure our teachers understand what to teach?

A. The Moral Education Program has a clear curriculum mapped against each grade level. Schools need to create time and space for Moral Education teachers to work collaboratively to familiarize themselves with the curriculum, plan lessons and develop relevant in-house resources.

Q. How do I introduce the Moral Education Program to the staff in my school?

A. Think carefully and plan how the school will communicate the introduction of Moral Education to all staff as well as the students and parents. It is important that everyone understands their role and contribution to this initiative.

Q. How is progression mapped into the Moral Education Program?

A. The curriculum is organised into 4 pillars and is defined with specific learning outcomes against the units of study for each grade in each pillar. Depending on how the school organizes its timetable, it may not be appropriate or feasible to cover all the learning outcomes of one unit in the time allocated. Schools must therefore keep track of which learning outcomes are covered with which classes in order to help with future lesson planning.

Q. If we introduce the program to all grades at the same time then my Grade 4 students will not have had the previous learning from Grades 1 to 3. How do I accommodate this in my teaching?

A. It will take some time for the Moral Education program learning outcomes to embed and come through into the older year groups, especially since some of the learning outcomes are challenging for certain age groups. Take time to understand the meaning of keywords and new terms and develop ways appropriate to your class to share this understanding. Look at the learning outcomes and suggested activities in the previous unit of the same pillar to help identify important prior learning and incorporate these learning outcomes into the current unit if needs be.

Q. What language should the Moral Education Program be taught in?

A. Moral Education can be taught in Arabic, English, a combination of both or any other language, however, the resources are only available in Arabic and English.

Q. How will the Moral Education Program be assessed?

A. Schools may wish to develop their own system for assessing and reporting student attainment and progress in Moral Education. An assessment framework is being developed, however, no formal assessment or reporting is required in the first year (2017-2018) of implementation.

Q. Will training be provided for the Moral Education Program?

A. There will be centrally provided training and development to support the Moral Education Coordinator and one teacher of Moral Education. This is scheduled for September 2017 and will take the form of one full day of training to help schools organize, plan and deliver Moral Education. Additional differentiated training will be available for schools to support their implementation of Moral Education throughout 2017-2018, and details will be provided during the first round of training.

Q. How much will the Moral Education Program training cost our school?

A. The national training is being funded centrally for all schools to support the introduction of the Moral Education Program across the UAE. Public schools will receive up to 3 days of training, depending on their need. Private schools will receive the initial one-day training and will then be issued with coupons to exchange for access to further differentiated training, if required.

Q. Who are the trainers for the Moral Education Program?

A. A pool of approved "master trainers" is being developed from staff in ADEC, The Ministry of Education and private training providers across the UAE. These trainers will have an orientation event in June 2017 where they will work with international education experts and other stakeholders from the Moral Education Program.

Public schools will be trained by the ADEC and Ministry of Education master trainers. Private schools will be trained by trainers from the selected private training providers.

Q. Why should we involve parents in the Moral Education Program?

A. Parents have a pivotal role to play in developing and supporting the morals and ethics of the children. Parental engagement is therefore a crucial part of the Moral Education Program and schools are asked to consider ways to involve parents as fully as possible. Suggested parental engagement activities are included in the teaching resources for the program.

Q. What resources will we get to support the Moral Education Program?

A. Schools will receive a comprehensive set of resources to support the teaching of Moral Education. This will include teacher guides for each grade, sample lesson plans, suggested activities, student guides, parental engagement activities, and assessment ideas. It is still advisable for each school to develop its own in-house resources to support its own students in context.

Q. How will the Moral Education program affect our inspection?

A. Schools are being asked to introduce the teaching of the Moral Education Program from Grades 1 to 9 in September 2017. You will need to consider how students' attainment and progress will be measured and may be asked about this during any inspection in 2017-2018. However, there is no formal reporting requirement in the first year of implementation, and it is currently understood that the Regulators will provide additional guidance to schools regarding the implications of the Moral Education Program and inspection for future years.

Q. What is happening with the Moral Education Program for Grades 10 to 12?

A. The curriculum for Grades 10 to 12 will be piloted in nominated schools during the 2017-2018 academic year with a view to a full implementation for these grades in all schools from September 2018.

Q. Which schools took part in the pilot for the Moral Education Program in Grades 1 to 9?

SCHOOL	PRIVATE/PUBLIC	REGION
ADNOC Madinat Zayed	Private	Western Region
Al Khater School	Public	Abu Dhabi
Cranleigh School	Private	Abu Dhabi
Darwish Bin Karam	Public	Abu Dhabi
German International School	Private	Abu Dhabi
The Philippine School	Private	Abu Dhabi
Ali Bin Abi Taleb	Public	Al Ain
Brighton College	Private	Al Ain
Al Ittihad School (Jumeirah)	Private	Dubai
Al Maaref School	Private	Dubai
GEMS Modern Academy	Private	Dubai
GEMS Wellington International School	Private	Dubai
Lycee Libanais Francophone	Private	Dubai
Uptown School	Private	Dubai
Mohamed Al Fatih School	Public	Sharjah
Sharjah Model	Public	Sharjah
Khadeeja School	Public	Ajman
Mushairef School	Public	Ajman
GEMS Westminster School	Private	Ras Al Khaimah



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