



التربية الأخلاقية MORAL EDUCATION

CURRICULUM DOCUMENT

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1. INTRODUCTION

Structure of the Program

The Moral Education Program covers four pillars of teaching and learning: Character and Morality, the Individual and the Community, Civic Studies and Cultural Studies. The four pillars complement one another, using the lens of moral thinking, learning and building character (Table 1). Underpinning the curriculum are the thinking, learning and communication skills relevant to the program, which support development 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: team work, leadership
- Managing oneself: working independently, self-motivation, setting own targets and goals, reflection and evaluation

Table 1:
The Four Pillars of
Teaching and Learning

Moral Education Program

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>			
IMPLEMENTATION	Teacher Guidance: planning guides, sample lesson plans, suggested activities and resources			

Table 2:
The Unitised Program

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 six, or in some cases 12, 45 minutes of teaching time during the course of half a term or across two half-terms. The specialised program for Grade 12 has been developed to provide students with the opportunity to consolidate and build on their learning from all four pillars (Table 2). Progression and content coverage across each grade are presented in Table 3.

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)		

Table 3:
Overview of
Progression

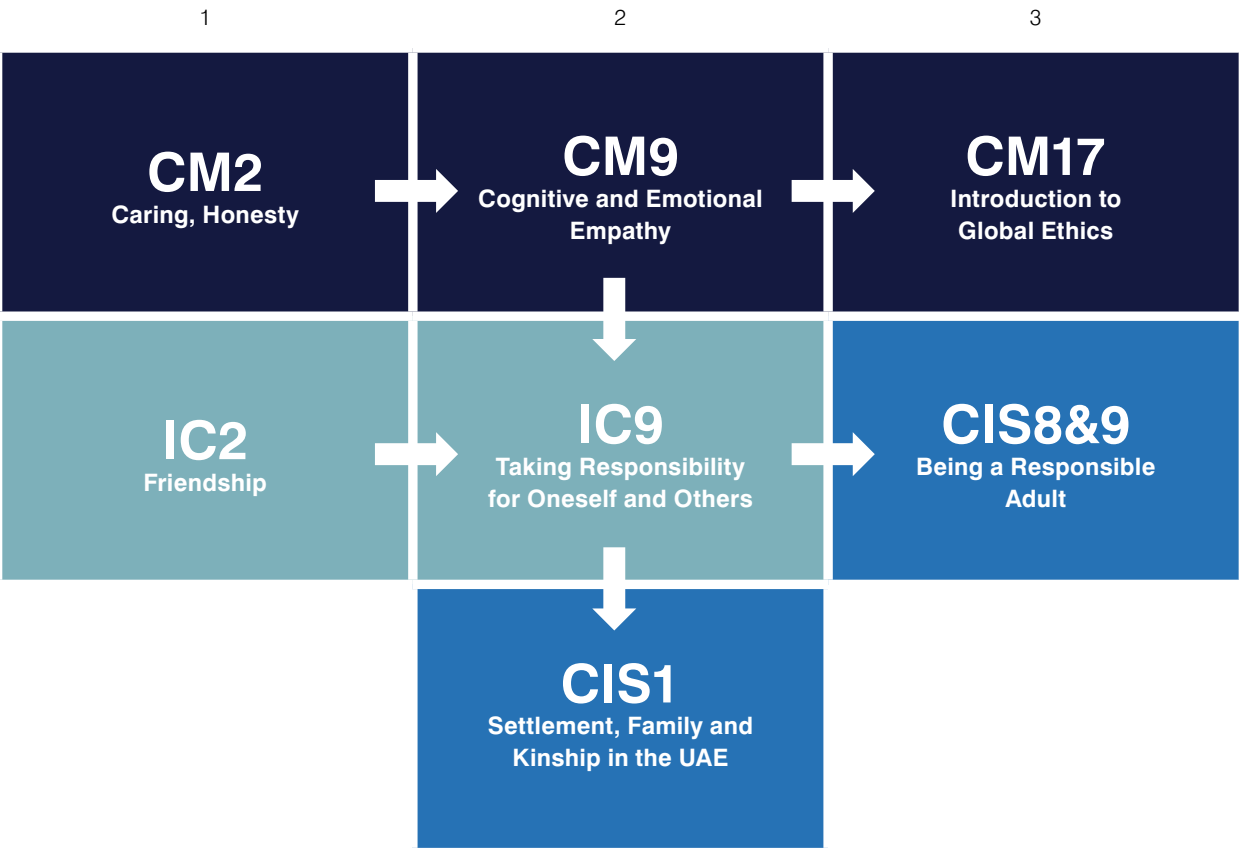
Term	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
1a	CM1 Fairness, Affection	CM3 Tolerance, Respect for Difference	CM5 Equality, Appreciation	CM7 Compassion, Empathy	CM9 Cognitive and Emotional Empathy	CM11 Equality, Justice as Fairness	CM13 Individual 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)		
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	CIS7 Being an Active Citizen (part 1)	CIS10 Being an Active Citizen (part 2)	CIS13 Developing a Global Outlook	

Links Between Units

The program follows a linked approach where, for the most part, students cover the same themes throughout the 12 years, but in increasing detail and sophistication, reflecting their growing maturity and level of understanding. This approach enables students to build on previous learning and consider new learning based on their prior experience. It also helps to ensure that there are linkages between the different themes. This is illustrated in Figure 1, which shows how, for example:

- The unit on ‘Caring, Honesty’ in the early stage links to the cycle 2 unit on ‘Cognitive and Emotional Empathy’ and the cycle 3 unit ‘Introduction to Global Ethics’
- The unit on ‘Friendship’ in cycle 1 links across to units in the later cycles
- Units in the Character and Morality pillar link with other units in the Individual and the Community, and Civic Studies curriculum areas

Figure 1: The Linked Approach



Teacher Guidance

Guidance to support teachers to interpret and apply the curriculum for each of the three school cycles can be found in the accompanying teacher guidance documents. The guidance provides session plans, sample lesson plans, resources and useful links for each unit of the Moral Education Program, an overview of key aspects in the progression of students' moral growth across three domains of learning (cognitive, affective and behavioural) and an overview of the key skills and activities across the program.

2. PROGRAM SUMMARY

Table 4 presents the units by pillar (curriculum area) and school cycle.

Table 4:
Unit
Summary

School Year	Unit Reference	Unit Titles/Topics	Brief Description
Character and Morality			
1	CM1	Fairness, Affection	What being fair means in different contexts. What is meant by affection.
	CM2	Caring, Honesty	What caring means in different contexts. Distinguishing between honesty and dishonesty.
2	CM3	Tolerance, Respect for Difference	What it means to be tolerant and respectful of difference.
	CM4	Resilience, Perseverance	Why being resilient and brave helps us in different contexts. The importance of hard work and perseverance.
3	CM5	Equality, Appreciation	What equality means. Appreciation – what we value and why.
	CM6	Thoughtfulness, Co-Operation	What it means to be thoughtful and co-operative.
4	CM7	Compassion, Empathy	Awareness and expression of own needs, views and feelings. Considering alternative points of view.
	CM8	Peace, Responsibility	What is meant by peace? What is responsibility?
5	CM9	Cognitive and Emotional Empathy	Cognitive and emotional empathy: how others might perceive a given situation; understanding what might cause pain or pleasure for others. Considering what 'doing the right thing' might involve.
	CM10	Moral Character, Virtue Ethics	Different approaches to thinking and reasoning about what might be the right course of action in a given situation and what it means to be a 'good' person. What is meant by character-based or virtue ethics.

School Year	Unit Reference	Unit Titles/Topics	Brief Description
The Individual and the Community			
1	IC1	Me and My Family	Self-worth: about me Community awareness: me and my family, relationships
	IC2	Friendship	Self-worth: friendship Community awareness: respecting and understanding difference
2	IC3	Self-Identity and Working With Others	Self-worth: me and my school Community awareness: working together and teamwork; helping, supporting and looking after one another
	IC4	Being Healthy and Staying Well	Self-worth: looking after yourself, being healthy and staying well (personal health, diet and fitness) Community awareness: managing change and feelings
3	IC5	Me and My World	Self-worth: you and your world, what things matter to you Community awareness: looking after your environment
	IC6	Being Brave and Staying Safe	Self-worth: being brave and staying safe (keeping physically and emotionally safe) Community awareness: tackling difficult things, such as bullying, social media; support within your community
4	IC7	Growing Up and Well-being	Self-worth: wellbeing strategies for self, dealing with change and loss Community awareness: how wellbeing is supported in the community
	IC8	Helping and Making a Difference	Self-worth: helping and making a difference (how others help you and how you learn), building trust and respect Community awareness: making a positive contribution (active participation and supporting others)
5	IC9	Taking Responsibility for Oneself and Others	Self-worth and identity: self-responsibility and self-respect Community awareness: supporting others in your family and your community
	IC10	Ethics in Sport, Leisure	Self-worth and identity: using leisure time effectively; benefits of sport, team-work and participation Community awareness: ethical issues surrounding sport, for example, cheating.

School Year	Unit Reference	Unit Titles/Topics	Brief Description
Cultural Studies			
1	CUS1	Discovering UAE Heritage Through Story Telling	Oral tradition: how we learn about our own and other people's heritages through story telling
	CUS2	Intangible Heritage	Our heritage as discovered through crafts, traditions, art, music and customs
2	CUS3	What Objects and Symbols Can Tell Us	Discovering our heritage through artefacts
	CUS4	What Objects and Symbols Can Tell Us: Similarities and Differences	Similarities and differences between heritages
3	CUS5	Understanding UAE Culture (part 1)	Emirati heritage and culture in the UAE
	CUS6	Understanding UAE Culture (part 2)	Emirati heritage and culture in the UAE
4	CUS7	Trade, Travel and Communication's Influence on Culture	The influence of trade, travel and communication on Emirati culture
	CUS8		
Character and Morality			
6	CM11	Equality, Justice as Fairness	The notion of equality and justice as fairness; rival ideas of justice and the arguments for and against each; meaning and difference between distributive and commutative justice; the need for rules and law
	CM12	Respect and Tolerance in a Diverse Society	What prejudices are and how they may lead to discrimination and even violence Recognising and respecting difference
7	CM13	Individual Moral Duties and Responsibilities	The difference between duties and responsibilities and their justification; the difference between duty-based and consequentialist ethics
	CM14	Human Needs	Hierarchy of human needs and development; individual responsibilities and basic rights

School Year	Unit Reference	Unit Titles/Topics	Brief Description
8	CM15	Morality in the Context of Communities	The notion of community and the idea that all people are members of several, overlapping social groups Social cohesion; moral claims that communities place on people who belong to them
	CM16	Morality in the Context of States	The nature of state as a form of government compared with tribes, kingdoms and empires The role of state in enhancing social cohesion and justice
9	CM17	Introduction to Global Ethics	Ethical issues in international relations; key ethical questions in a globalising world and the role of collective human action
The Individual and the Community			
6	IC11	Physical Health and Diet	Self-worth and identity: managing own diet – recognising symptoms of poor health Community awareness: how your community stays healthy
	IC12	Mental Health	Self-worth and identity: managing stress and mood changes Community awareness: understanding mental health issues, for example, bipolar, OCD, ADHD
7	IC13	Making Good Decisions	Self-worth and identity: personal safety – at home and in the community; consequences Community awareness: understanding crime, punishment and rehabilitation
	IC14	Digital Challenge	Self-worth and identity: e-safety – using digital media as a force for good Community awareness: understanding digital media – bias, cyber-bullying, exploitation and propaganda
8	IC15	Valuing Diversity	Self-worth and identity: celebrating own individuality Community awareness: respect for others, for example, people with disabilities; understanding the diverse, international community in the UAE
	IC16	Dealing with Conflict	Self-worth and identity: personal conflict with friends and family; loss, divorce and seeking help Community awareness: how your community deals with conflict
9	IC17	Financial Awareness	Self-worth and identity: managing own money – budgeting, saving and investment Community awareness: financial systems in the UAE

School Year	Unit Reference	Unit Titles/Topics	Brief Description
Civic Studies			
5	CIS1	Settlement, Family and Kinship in the UAE	Using heritage and archaeological sites, the intangible heritage, museums and artefacts to explore four key themes relating to civic education
6	CIS2	How the UAE Grew Into the diverse, Inclusive Society that it is Today	Using heritage and archaeological sites, the intangible heritage, museums and artefacts to explore four key themes relating to civic education
7	CIS3	Trade, Travel and Communications: the UAE in an Increasingly Globalised and Interconnected World; Cultural Exchange	Using heritage and archaeological sites, the intangible heritage, museums and artefacts to explore four key themes relating to civic education
8	CIS4	The Growth of Consultative Governance in the UAE	Using heritage and archaeological sites, the intangible heritage, museums and artefacts to explore four key themes relating to civic education
Character and Morality			
10	CM18	Ethics and the Global Economy	Economic globalisation and its consequences; gap between rich and poor within and across states International trade; fair trade vs trade justice movement; socially responsible investing
11	CM19	Peace and Conflict Studies	Introduction of concepts of peace, non-violence, conflict and war, including the basics of just war theory; peaceful means of conflict resolution; principles and practice of non-violence
12	CM20	Ethics in the Real World	Building on the work done in previous Character and morality units, with a specific focus on ethical decision making and avoiding corruption in their future adult and working life
The individual and the Community			
10	IC18	Living a Moderate Life	Self-worth and identity: how to avoid addiction – dangers of smoking, drugs, gambling Community awareness: support in your community for people with, for example, alcohol, drugs or obesity issues
11	IC19	Reflection and Transition	Self-worth and identity: reflecting on achievement; developing effective presentational skills Community awareness: career choices in a 21st-century world

School Year	Unit Reference	Unit Titles/ Topics	Brief Description
12	IC20	Managing Real-World Finances	Preparation for future financial independence; furthering understanding of how financial systems function; support in making sound short- and long-term financial decisions
Cultural Studies			
9	CUS9	What should be Preserved and How	What we value; what we preserve and why
10	CUS10	Intercultural Relationships	Understanding 'culture' and how cultures react upon each other
11	CUS11	Universal Culture	Shared human culture
Civic Studies			
9	CIS5	Governments, Authority and the Judiciary System in the UAE	Developing civic and political literacy; exploring current political, economic and social issues
	CIS6	Governments, Authority and the Judiciary System in the UAE	Developing civic and political literacy; exploring current political, economic and social issues
	CIS7	Being an Active Citizen (part 1)	Involvement and participation in community life: adopting an effective approach to the responsibilities of citizenship; awareness of opportunities for volunteering
10	CIS8	Being a Responsible Adult (part 1)	Protecting the individual in society; exploring social and cultural wellbeing as Emiratis Understanding responsibilities as a student, a family member and an Emirati
	CIS9	Being a Responsible Adult (part 2)	Protecting the individual in society; exploring social and cultural wellbeing as Emiratis Understanding responsibilities as a student, a family member and an Emirati
	CIS10	Being an Active Citizen (part 2)	Involvement and participation in community life: adopting an effective approach to the responsibilities of citizenship; awareness of opportunities for volunteering

School Year	Unit Reference	Unit Titles/ Topics	Brief Description
11	CIS11	Global Citizenship	Living in an increasingly interconnected world: its challenges and opportunities; international legal systems
	CIS12	Global Citizenship	Living in an increasingly interconnected world: its challenges and opportunities; international legal systems
11	CIS13	Developing a Global Outlook	Enacting rights and responsibilities as inhabitants of an interdependent and changing world
Multi			
12	PR1	Living a Moral Life	Consolidation of learning about what it means to be a responsible and 'moral' citizen, revisiting concepts such as ethics, moral responsibilities, duties, fairness, honesty and respect to critically examine their own moral perspective now and reflect on changes they may need or want to make in order to become a responsible member of their community, their country and the world
	PR2	Morality in Practice	Focusing on a topic of their own choice related to their learning on the Moral Education Program, students will each scope, design, plan and complete an individual project – the project will be sufficiently significant and complex to allow them to evidence effective research, data analysis and presentation skills, and a critical understanding of the key ethical concepts and considerations related to their chosen topic

3. CHARACTER AND MORALITY

While all four pillars in the program have a moral dimension (in addition to their other elements), the character and morality pillar focuses explicitly and consistently on the development of students' moral character. Step by step, it builds student awareness of what is involved in relating to and treating other people in an ethical manner. It achieves this by developing an understanding of core values and moral attitudes and their application. The pillar also supports students to explore ethical ways of acting in the world across a widening range of contexts from the interpersonal to the global level.

At the highest level, the character and morality pillar is about:

- The development of 'practical wisdom' or 'good sense', that is the capacity and willingness to do the right thing, at the right time and in the right way, and to be able to justify the choices one makes
- The acquisition of the concepts, skills and language of moral enquiry

The underpinning rationale is that acting/behaving morally is not about following a given set of unquestioned rules, nor is it a matter of taking up a relativist stance by suggesting that there are no 'right' or 'wrong' answers. Rather, moral education as it is conceived in these units is about helping young people to identify what are desirable character traits, values and principles and to understand how to apply these in action. It is about developing reasoning skills and the capacity to choose intelligently between alternatives so that young people become increasingly autonomous. It is about supporting them to become self-motivated to do the right thing, not simply to do so by acting on instructions.

4. THE INDIVIDUAL AND THE COMMUNITY

The overarching aim of this pillar is to help young people grow as individuals and to be capable of playing a responsible role as members of families, and of local, national and international communities. It is designed to provide them with the necessary knowledge, understanding, strategies, and intrapersonal and interpersonal skills. It covers themes of identity, relationships, health and wellbeing (including economic wellbeing) and living productively in the wider world. Importantly, it also affords opportunities for young people as they mature to reflect upon, and make sense of, an ever more complex personal and social world.

5. CULTURAL STUDIES

The UAE is a young country but it has a long cultural heritage and history of cultural diversity. People have been living in the region for at least 17,000 years, and for many thousands of years the region has been central to important trade routes, extending from China in the east to Spain in the west. Contact between countries and cultures has not been limited to material goods; it has also made possible exchanges of art, music, languages, literature, philosophical and political ideas, and technological advances.

In these units, young people are helped to learn about and explore the diverse cultural heritage of the UAE and to develop ‘cultural competence’. Such competence embodies:

- Awareness of one’s individual and national cultural identity and heritage
- knowledge of different cultural practices and views, regionally and globally
- Having a positive attitude towards cultural differences and valuing and respecting cultural diversity
- Being able to communicate and interact effectively across cultures

6. CIVIC STUDIES

The two pillars of Civic studies and Cultural studies are closely linked. From Grade 5 onwards the Civic studies units build in particular on the work done on Cultural studies in Grades 4–1. This pillar covers a variety of issues: the responsibilities of citizenship in a diverse society, the concept of active citizenship, the institutions of law and government, and volunteering and community service. The units move from citizenship in the national context to the broader concept of global citizenship.

As with the Cultural studies pillar, the units raise issues of ethical behaviour, in particular:

- The moral decisions and choices embedded in responsible citizenship in the UAE and the wider world
- The relationship between the individual and the state in the context of the UAE
- Applying moral thinking and reasoning to an understanding of an inherited past and the shaping of the future
- The ethics of sustainability

