

## Moral Education

Year	Order of Instruction		Character and Morality		Individual and Community		Cultural Studies		Civic Studies
<b>2</b>	CM1 IC1 CUS1 CM2 IC2 CUS2	<b>CM1: Fairness and Affection</b>	Give a simple explanation of what is meant by fairness and unfairness.	<b>IC1: Me and my Family</b>	Use an expanded vocabulary to describe and express feelings, recognizing whether a feeling is positive or negative and knowing what can cause certain feelings, particularly worry and anxiety.	<b>CUS1: Discovering UAE heritage through story telling</b>	Distinguish different forms of traditional story telling.		Not taught in Year 2
			Recognise a fair and unfair situation		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.		Talk about the various entertainment and functional purposes of storytelling.		
			Suggest how to make an unfair situation fair		Explain likes and dislikes, give reasons for ones preferences and acknowledge one can learn to like things that not everyone likes.		Understand the significance of stories that are handed down from generation to generation which inform our knowledge of the past.		
			Recognise that an apology is required if someone has acted unfairly.		Identify important people and relationships as well as the roles that family and friends have when caring for one another.		Create and exchange stories about self and family.		
			Know that affection can be given and received in different ways		Explore feelings in the context of important relationships, including family and friends.		Show an emerging awareness and value of shared and national identities.		
			Talk about oneself in positive terms		Explain what friendship is and why maintaining good friendships is important, knowing that friends can have different backgrounds, opinions and interests.		Show appreciation of others stories.		

		<b>CM2: Caring and Honesty</b>	Understand what caring means and that it can take many different forms.	<b>IC2: Friendship</b>	Confidently make new friends and treat friends with respect through behavior that shows care, empathy, acceptance and support in different situations, including the use of problem solving to resolve conflict and deal with difficult situations.	<b>CUS2: Tangible and Intangible Heritage</b>	Explain the distinction between 'tangible' and 'intangible' heritage.		
			Describe how one cares for the self and is independent.		Identify in what ways people in the local community might be different from each other, accepting these differences, adapting behavior to interact effectively, and being willing to discover new people and cultures.		Discuss and/or write about examples of intangible heritage.		
			Demonstrate care for others, focusing on friends and family.		Show respect for a range of people and roles and understand that certain situations and objects also require respectful behavior.				
			Explain how to care for the school environment.						
			Use a wide range of vocabulary to express feelings objectively, without blaming others and without hurting the feelings of someone else.						
			Explain the difference between honesty and dishonesty.						
<b>Year</b>	<b>Order of Instruction</b>			<b>Character and Morality</b>		<b>Individual and Community</b>		<b>Cultural Studies</b>	

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IC3

**CM3: Tolerance and Respect for Difference**

Recognise that we are all different and why this needs to be welcomed and respected.

Know who and what should be respected.

Praise and celebrate special features in others.

Treat others the way you wish to be treated.

Identify ways to be more understanding towards others.

**IC3: Self Identity & Working with Others**

Behaving in a way that ensures effective 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)

**IC4: Being Healthy and Staying Well**

Understand why it is important to be healthy and what one can do to maintain a healthy lifestyle 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.

Recognize that people have a range of feelings, both positive and negative, and know how to care for and support others.

**Can Tell Us- Similarities and Differences**

**CUS3: What Objects and Symbols Tell Us**

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.

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.

Not taught in Year 3

Year	Order of Instruction	Character and Morality	Individual and Community	Cultural Studies	Civic Studies
4	CM5 IC5 CUS5 CM6 IC6 CUS6	<p>Have a greater vocabulary to describe feelings.</p>	<p>Describe what treating people equally means.</p>	<p>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</p>	<p>Explain and give a range of examples of 'culture'.</p>
		<p>Discuss what is meant by resilience and perseverance and give examples of individuals and groups of people who have</p> <p>Identify and talk about own strengths and use them to overcome difficulties.</p> <p>Undertake a challenging project based activity and pursue it without giving up.</p> <p>Take part in giving and receiving constructive feedback with peers.</p> <p>Recognize the importance of making every effort to achieve the best one can in school work and daily lives</p>			

<b>CM5: Equality &amp; Appreciation</b>	Distinguish between cases of treating people equally and treating people fairly.	<b>IC5: Me and My World</b>	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.	<b>CUS5: Understanding UAE Culture</b>	Demonstrate own cultural identity and talk about what has influenced it.
	Recognize how to respond when confronted with examples of inequality of treatment.		Understand why it is important to protect the environment (school, community and global), the things that can damage these environments and know how to minimize or prevent environmental damage.		Conduct simple cultural mapping.
	Explain what is meant by appreciation and how to express it in ways that are appropriate.		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.		Explain how an individual's cultural identity has many aspects and is influenced in a variety of ways.
<b>CM6: Thoughtfulness &amp; Cooperation</b>	Act in ways that demonstrate what it means to be thoughtful and show consideration for others.	<b>IC6: Being Brave and Staying Safe</b>	Understand what it means to take responsibility for behavior and identify when and how one's behavior may be upsetting others and how being honest about actions can benefit others.	<b>CU5: Understanding UAE Culture</b>	Identify and explain aspects of Emirati culture in general, and one's own individual cultural identity in particular, to peers and the teacher.
	Show a greater understanding of how ones actions affect the feelings of 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 of imbalance, how bullying can be stopped.		<b>CU5: Understanding UAE Culture (Part 2)</b>

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5	CM7 IC7 CUS7 CM8 IC8 CUS8	<p>Explain and give examples of the key qualities of compassion, empathy, respect, and tolerance.</p> <p>Discuss occasions in which students have shown or not shown, compassion and tolerance towards others.</p> <p>Consider the wider world and identify groups of people who are intolerant of others or who are themselves the victims of intolerance.</p> <p>Understand why self-respect is a necessary part of respecting others</p>	<p>Know how one can grow and develop in a positive way, co-operating and collaborating with others to maintain wellbeing</p> <p>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 realizing that change can be positive.</p> <p>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.</p> <p>Understand how they learn and the benefits of accepting help from other people to improve their learning, working collaboratively with others to achieve their goals, being responsible for their input, and using problem solving to complete individual or group activities.</p>	<p>Identify where and how overland and sea-trade routes and cities developed in the region.</p> <p>Explain the various goods that were traded along these routes.</p> <p>Describe ways in which the trade routes were important beyond the movement of goods.</p> <p>Discuss and/or write about what life was like along the trade routes and in the cities.</p>	Not taught in Year 5.
		<p>Understand why co-operative working is important and how group activities should be conducted.</p> <p>Work effectively as a member of a group</p>		<p>Identify a range of cultural diversity within the UAE.</p> <p>Describe and make a simple analysis of ways in which Emirati culture is similar to/different from cultures elsewhere.</p> <p>Discuss some of the challenges and benefits of living in a culturally diverse society.</p>	

			<p>Show a greater understanding of how to solve conflicts at home and at school.</p> <p>Understand and explain that communication is the key to conflict resolution.</p> <p>Demonstrate, independently, a compromise.</p> <p>Notice when a conflict could happen and do what they can to prevent it.</p> <p>Make and act upon appropriate and sensible decisions.</p>	<p>IC8: Helping and Making a Difference</p>	<p>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.</p> <p>Identify and confidently participate in activities in the school and the wider community activities, communicating effectively with others and being enthusiastic.</p>	<p>CU</p>	<p>Explain, at a simple level, the benefits and potential problems of interconnectivity between different peoples.</p> <p>Identify aspects of trade, commerce, and communications in modern day UAE.</p> <p>Work at a basic level with some of the concepts that are part of acquiring economic literacy.</p> <p>Undertake a simple analysis of the impact of economic expansion on society and the environment and explain findings with their peers.</p> <p>Explain the benefits and challenges offered by new means of communication.</p>		
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<b>6</b>	<p>CM9</p> <p>IC9</p> <p>CIS1</p> <p>CM10</p> <p>IC10</p>	<b>Personal Empathy</b>	<p>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</p>	<b>Responsibility for oneself and others</b>	<p>Recognize the factors that affect confidence and self-esteem, and how to develop their resilience.</p>		<p>Not taught in Year 6.</p>		<p>Describe and explain the main changes that have taken place with:</p>

		<b>CM9: Cognitive and Emoti</b>	Tell other students how they perceive an ethical dilemma (e.g. in a story the students read) with a fair degree of clarity.	<b>IC9: Taking responsibility</b>	Present and discuss ideas about identity and how the attitudes and actions of others can affect individual's sense of self-worth positively or negatively.			<b>CIS1: Settlement, Family and Kinship in the UAE</b>	People coming to and settling in the UAE
			Restate succinctly the key points of a fellow students perception of an ethical dilemma, check for accuracy and give the original speaker		Demonstrate an awareness of environmental issues locally and at a national and global level.				Families and family groupings
		<b>CM10: Moral Character, Virtue Ethics</b>	Behave virtuously, for example by demonstrating a capacity for patience or forgiveness, in dealing with other people (perhaps their classmates)	<b>IC10: Ethics in Sport Leisure</b>	Understand how one affects and influences environmental issues, including how to take practical action on issues such as recycling, litter, and noise.				Explain and discuss relevant concepts and terminology
			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')		Analyze and evaluate how the Olympic values can be used as an inspiration and motivational tool for self-growth, drawing on examples of inspirational Olympians.				Appreciate the importance and value to the individual of family and kinship bonds.
			Recognize 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.	Make informed decisions on how to use leisure time most effectively by providing evidence of increased participation in the local community.					
			Guess the feelings of different people (or characters in a story) who find themselves in an ethical dilemma.	Confidently debate ethical questions surrounding sport, particularly the reasons for foul play, doping and cheating and whether tolerance or forgiveness should be applied.					
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<p>CM11 IC11 CIS2 CM12 IC12</p>	<p><b>CM11: Equality, Justice as fairness</b></p>	<p>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)</p>	<p><b>IC11: Physical health and diet</b></p> <p>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</p>	<p>Not taught in Year 7.</p>	<p><b>CIS2: How the UAE grew into the diverse, inclusive society that it is today</b></p>	<p>Explain and give examples of what is meant by terms such as ‘multiculturalism’, ‘diversity’, ‘cultural heritage’ and ‘inclusivity’</p>
<p>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</p>		<p>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</p>				<p>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</p>
<p>Understand the importance and contested nature of how one might go about deciding what is fair</p>		<p>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</p>				<p>Discuss with their peers the concept of what should be valued and maintained, and what can be learned from our past to inform the future</p>
<p>Demonstrate a personal commitment to fostering just or fair distributions of scarce resources (initially among classmates, family and friends).</p>		<p>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>				<p>Evidence their ‘cultural competence’ by participating in a school or community-based activity or event</p>
<p><b>society</b></p>	<p>Explain how social background (such as social status, school, town, ethnicity and religion) plays a role in fostering (or undermining) tolerance and respect between people</p>	<p>Explain that health is 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</p>				

		<b>CM12: Respect and tolerance in a diverse</b>	<p>Give reasons why it is important to respect the beliefs, values and traditions of other people</p> <p>Articulate some of their own prejudices and provide strategies to overcome them</p> <p>Demonstrate tolerance of differences and treat peers with respect in interactions in the classroom and around school</p>	<b>IC12: Mental Health</b>	<p>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 and risky behaviour</p> <p>Explain how and whom to ask for help and advice for themselves and others when they are concerned about mental health issues</p> <p>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</p> <p>Understand that mental ill health can affect anyone; it is not something to stigmatise</p>				
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<b>8</b>	<p>CM13</p> <p>IC13</p> <p>CIS3</p> <p>CM14</p> <p>IC14</p>	<b>onsibilities, duties and obligations</b>	<p>Tell others what key responsibilities and duties they have towards the students' own school class</p> <p>Demonstrate awareness of, and ability to discuss, their responsibilities and duties as daughters and sons in the context of daily family life</p> <p>Name and justify some basic moral rules, such as: it is wrong to steal, it is wrong to tell lies, it is right to keep promises</p>		<p>Explain and understand what is meant by 'risk' and 'consequences'</p> <p>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.</p> <p>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</p>		Not taught in Year 8.	<b>JAE in an increasingly globalised world; cultural exchange</b>	<p>Understand and discuss the concept of 'globalisation', what it means, some of the issues it raises and how it affects the UAE</p> <p>Understand and discuss the idea of a sustainable global economy, the challenges it faces, and how these might be addressed</p> <p>Understand and work with some economic concepts</p>

<b>CM14: Human Needs</b>	<p>Name some basic human needs, explain what they entail and why meeting such needs is important.</p> <p>Present and justify views for or against a link between unmet, basic human needs and the occurrence of violent conflict.</p> <p>Demonstrate the need for and a commitment to the fundamental value of each human life.</p>	<b>IC13: Making Good Decisions</b>	<p>Understand the dangers of crime and how they can protect themselves and others from the risk of being victims of crime</p> <p>Discuss the risks and possible consequences of irresponsible behaviour for perpetrators and victims, including how it may lead to criminal action</p> <p>Consider how irresponsible and criminal behaviour is treated in school and in society.</p>		
<b>CM13: Individual moral responsibility</b>	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.)	<b>IC13: Making Good Decisions</b>	Understand the value of and demonstrate some basic first aid skills appropriate to their age		<b>CIS13: Trade, travel and communications: The United Kingdom</b> Make an informed evaluation of the impact of advances in means of communication on the individual, society and inter-societal relations
		<b>Challenge</b>	<p>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</p> <p>Understand how digital media is 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</p> <p>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</p>		

			IC14: Digital Che	<p>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 selectively for factors such as accuracy and bias</p> <p>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</p> <p>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>			
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9	CM15 IC15 CIS4 CM16 IC16		Explain in their own words what a community is and why being a member of at least one community or social group is important to most people.	Evaluate their understanding of diversity and equality within their community and across the UAE and the challenges that emerge (including how the media handle issues), and articulate what equality means in practice and the benefits that diversity can bring to communities		Not taught in Year 9.	<p>Identify the key developments in the growth of consultative government at local and national levels within the UAE</p> <p>overnance in the UAE</p>

<b>CM15: Morality in the context of communities</b>	Name the main types of communities and social groups in UAE.	<b>IC15: Valuing Diversity</b>	Have an appreciation of personal tolerance, and an understanding of the causes and issues surrounding intolerance, discrimination and prejudice			<b>CIS4: The growth of consultative g</b>	Discuss the ways and the extent to which the UAE's traditional political heritage based on consensus continues to be part of the modern state
	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.		Recognise that they too may have individual prejudices which can be explored and overcome				Engage in debate in ways which demonstrate an understanding of and willingness to participate in processes of consultation aimed at achieving consensus
	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.		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				
	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.		Demonstrate respect and empathy for, and sensitivity to, individuals who are different or who come from different backgrounds, and explore how they can be included in communities and societies				

		<b>CM16: Morality in the context of states</b>	Define 'state' and 'government'		Talk about examples of how individuals and movements have fought discrimination, prejudice and intolerance and discuss what they have learned from these examples.				
			Name different, historical forms of government and main forms of government in contemporary states around the world						
			Put forward a reasonably well-justified argument for 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						
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<b>10</b>	CM17 IC17 CUS9 CIS5 & 6 CIS7	<b>to Global Ethics</b>	Explain what is meant by 'ethics' and ethical enquiry in the context of international relations	<b>s</b>	Make informed decisions about 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	<b>t and how</b>	Understand and describe the links between historical and natural environments and the necessity of preserving them for future generations	<b>and the judiciary system in the UAE</b>	Describe the main features, principal bodies, and activities of government and the judiciary within the UAE
			Discuss the UAE's relations with other states and its role in international organisations and other global forums		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		Describe a selected site or aspect of the intangible heritage in terms of its historical, cultural and socio-economic value		Identify significant changes in the political system since the establishment of the Federation

		<b>CM17: Introduction</b>	<p>Name the key ethical challenges for humanity and know how to find out more about them (using reliable sources on the Internet and elsewhere)</p> <p>Outline ways in which people and collective actors (such as states, regional and international organisations) might go about alleviating a specific global ethical challenge.</p>	<b>IC7: Financial Awareness</b>	<p>Confidently discuss how to avoid financial complications through providing examples of financial mismanagement, greed, poor governance (banking crises, third world countries and corrupt leaders)</p> <p>Demonstrate an appreciation of the value of money by articulating how less-fortunate groups and communities can be financially supported through improved financial management and philanthropy</p> <p>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.</p>	<b>CUS9: What should be preserved</b>	<p>Recognize the various threats to the cultural heritage</p> <p>Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism</p> <p>Evaluate the role they can play in preserving their heritage and how they can contribute in a variety of ways</p>	<b>CIS5 and CIS6: Governments, authority</b>	<p>Understand how the work of government seeks to implement the principles expressed in the Constitution</p> <p>Discuss the relationship between the federal government of the UAE and the local system of government with which they are most familiar</p> <p>Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement</p> <p>Demonstrate a willingness to develop and apply the competencies necessary for effective civic</p> <p>Demonstrate personal skills such as leadership and good teamwork</p>
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<b>11</b>	CM18 IC18 CUS10 CIS8 CIS9 CIS10		Give a definition of the terms 'global economy' and 'globalisation'		Recognise and articulate the benefits of living a moderate life, both physically and emotionally, and make responsible choices.	ships	Give a detailed explanation of the nature of individual cultures and approaches to understanding them.	cit (1)	Explain the difference between needs and rights, and how rights benefit individual lives and society as a whole.

<b>CM18: Ethics and the Global Economy</b>	Outline the effect of globalisation on income inequality within and between countries	<b>IC18: Living a Moderate Life</b>	Explain and understand the factors that lead to addiction, including factors that influence people to start using addictive substances or form addictive habits.	<b>CUS10: Intercultural Relations</b>	Discuss and present possible guidelines for effective intercultural communication and dialogue.	<b>CIS8: Being a Responsible Adult</b>	Present their opinions to their peers, based on primary and secondary research evidence on what their responsibilities will be as a responsible adult.
	Provide a well reasoned and well justified view on the value of fair trade as a way of reforming trade in order to promote justice		Discuss and explain the risks and impact of addiction on the individual, their family, community, and society.		Analyse and reflect on encounters with those from other cultures, identify and describe any actual or potential conflict areas and, in the light of your experience, recognise opportunities for building relationships and/or changed future actions or behaviour.		Make a reasoned argument to support their ideas on what rights and responsibilities are required for a just and sustainable community.
	Give an account of the possible ethical consequences of your own consumer choices.	<b>CIS9: Being a Responsible Adult (2)</b>	Demonstrate an awareness of the consequences of addiction on physical and mental health, and ways in which people can be helped to overcome addiction.		Research, analyse and evaluate their responsibilities as a student of the school, as a member of their family and as a citizen in the UAE and in the wider world.		
	Explain what is meant by 'socially responsible investing'			Challenge prejudice and stereotyping through debate, drawing on concepts explored in other units, such as social cohesion, peace, respect, and tolerance.			



								<p>Evidence and evaluate their role in a school or community-based project or as part of a committee, and how within their role they can help foster tolerance and respect for others.</p> <p>Explain and demonstrate what is meant by 'active citizenship'.</p> <p>Evaluate the different ways that citizens can act together to solve problems and contribute to society.</p> <p>Undertake a period of volunteer work or similar activity of benefit to the local community.</p> <p>Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement.</p> <p>Critically evaluate the impact of their volunteer work and identify areas for their own further development, including thinking, learning and communication skills.</p>	
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**CIS10: Being an Active Citizen**

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**CM19: Peace and Conflict Studies**

Explain what conflict is and give an account of different ways of responding when they find themselves in conflict with another person/other people.

Discuss the notion of non-violence and its relevance in the contemporary world.

Give an account of the main causes of conflict and war.

Know what criteria to apply to evaluate whether a specific, imminent or ongoing war between states is a 'just war' or not.

**IC19: The individual and the community**

Confidently self-evaluate in order to recognise their own strengths and areas for development.

Articulate to a range of audiences what their goals and ambitions are and how they hope to achieve them.

Acquire knowledge of a range of different career paths, which will enable them to make informed decisions about their future.

Effectively prepare for an interview and deliver an engaging presentation.

Create a record of their achievements as a way of showcasing their skills, knowledge, and experience.

**CUS11: Universal Culture**

Debate the extent to which there is a 'universal culture'

Explain some key underpinning concepts of universal culture.

Analyse and discuss the notion of culturally determined moral relativity.

Analyse and evaluate the impact of a range of factors on cultural developments globally.

**CIS11: Global Citizenship (Part 1)**

Know about, and understand, global governance structures, international legal systems, global issues and connections between global, national and local systems and processes.

Have a developing sense of belonging to a common humanity, sharing values and responsibilities.

Show empathy, solidarity, and respect for differences and diversity.

**CIS12: Global Citizenship (Part 2)**

Know how to participate in, and contribute to, debates on contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens.

Have further insights into the challenges and opportunities of living in an increasingly interconnected and diverse world.

Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives.

								<p>Critically reflect on what it means to be a member of the global community and how to respond to common problems and issues.</p> <p>Develop a 'global outlook' or 'global mindset'</p> <p>Become aware of and understand the global, social, and political relationships in which they find themselves.</p> <p>Articulate and enact their rights and responsibilities as inhabitants of an interdependent world.</p> <p>Critically analyse what changes would be necessary to achieve a just and sustainable world.</p>
<b>Year</b>	<b>Order of Instruction</b>		<b>Character and Morality</b>		<b>Individual and Community</b>		<b>Cultural Studies</b>	<b>Civic Studies</b>
<b>13</b>	<p>CM20 IC20 Living a Moral Life</p>	<b>CM20: Ethics in Real Life</b>	<p>Define and discuss the reasons for corrupt and unethical activities and behaviours.</p> <p>Consider the impact of corrupt and unethical activity.</p> <p>Identify ways of combating corrupt and unethical activity.</p> <p>Know how to behave in an ethical and non-corrupt way.</p>	<b>Living Real World Finances</b>	<p>Research and demonstrate ways of being smart consumers.</p> <p>Explain how keeping accurate financial records support good financial management.</p> <p>Evaluate different forms of borrowing and lending (credit)</p> <p>Produce an analysis of the pros and cons of different forms of saving and investment.</p>		<p>Integrated into the Living a Moral Life Project</p>	<p>Integrated into the Living a Moral Life project</p>

		<p>Consider corruption from a global perspective.</p>	<p>IC20: Managir</p>	<p>Apply their understanding of moral responsibility to making sound financial decisions.</p>		
	<p>Assess and explain to others the consequences of poor financial management.</p>					
<p>Demonstrate an understanding of financial systems and the role of government in regulating these systems.</p>						













































































































































































































































































































































































































































































































































































