



**British School Al Rams (BSR)**

**Moral Education**

**Primary School (Key Stage 1  
and Key Stage 2)  
Curriculum Book**

## Intent

- To develop responsible, cultured, engaged adults ready for the wider globalised world.
- To develop students' awareness of the shared human experience and make them messengers of the values they embody.
- To develop students' understanding of the moral values of the UAE.

## Implementation

Moral Education at BSR:

- Build character traits that include resilience, perseverance, work ethic, critical thinking and discipline.
- Prepare students with the skills they need for adult life. Skills include financial literacy, awareness of addiction, mental and physical well-being and digital literacy.
- Teach students the practical and ethical values that are represented in the ethos of the course, which includes tolerance, honesty, dignity, respect, and humility.
- Encourage and enable students to become engaged members of their community.
- Teach students about culture, both of the UAE and of the wider world, and enable them to value the wealth of culture available across the world.

## Impact

As a result of our Moral Education teaching at BSR you will see:

- Students will demonstrate and apply the 4 pillars of Moral Education.
- Students will demonstrate positivity and an appreciation for the moral values of the UAE.
- Students will show they are well rounded and upstanding moral citizens both inside school and in the wider community.

Grade 1

<b>Number of Lessons Per Week</b>		<b>1</b>
<b>Topics Covered</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Unit 1a - Character and Mortality: Fairness and Affection. Unit 1b - Individual and Community: Me and My Family.	Unit 2a - Cultural Studies: Discovering the UAE heritage through storytelling. Unit 2b - Character and Mortality: Caring, honesty.	Unit 3a - Individual and Community: Friendship. Unit 3b - Cultural Studies: Intangible heritage.
<b>Skills Developed</b>		
<ul style="list-style-type: none"><li>• Equip students with the vocabulary to express their feelings and an understanding of what can cause certain feelings.</li><li>• Development of students' self-confidence, creative imagination and self-expression, and to their ability to connect their own world with the 'world of the other'.</li><li>• The values of caring and honesty, requiring them to reflect on their own behaviour towards, and appreciation of, their friends, family and school environment.</li><li>• Understand what being a friend entails, why it is important, how friendships can develop between different types of people, and that good friendships can last a lifetime.</li><li>• Consider the ways in which heritage and culture are passed down orally via storytelling, to working with examples of traditional activities, skills and customs which transmit the 'intangible'/'non-touchable' heritage.</li></ul>		
<b>Literacy &amp; Numeracy</b>		
<ul style="list-style-type: none"><li>• Speaking and listening skills - discussion of lesson content and responding appropriately to others contributions.</li><li>• Written and oral responses to the lesson content.</li><li>• Using the vocabulary associated with each lesson.</li><li>• Reading and comprehension of the stories and questions shared within each lesson.</li></ul>		
<b>Assessment</b>		
<ul style="list-style-type: none"><li>• Observations of children's written and oral responses during each lesson.</li><li>• Use of the vocabulary associated with each lesson.</li><li>• Submission of portfolio work related to the topics covered.</li></ul>		
<b>Cross Curricular Links</b>		
<ul style="list-style-type: none"><li>• Social Studies - links to UAE culture and heritage and also to the wider world.</li><li>• Literacy skills developed - Speaking, listening, reading and writing.</li><li>• Art - creating crafts, posters and portfolios related to the topics covered.</li></ul>		
<b>Home Learning</b>		
Reinforcement of the 4 pillars of Moral Education - Character and Morality, Individual and Community, Civic Studies and Cultural Studies.		
<b>Reading List &amp; E-books</b>		
<a href="https://moraleducation.ae/learn-more/">https://moraleducation.ae/learn-more/</a>		
<b>Useful Websites</b>		
<a href="https://moraleducation.ae/">https://moraleducation.ae/</a>		

<b>Setting (if any)</b>
Classroom and at home
<b>Staff</b>
Thomas Graham, Melane Mostert, Rachel Ellison

Grade 2

<b>Number of Lessons Per Week</b>		1
<b>Topics Covered</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Unit 1a - Character and Mortality: Tolerance, respect for differences. Unit 1b - Individual and Community: Self identity and working with others.	Unit 2a - Cultural Studies: What objects and symbols can tell us. Unit 2b - Character and Mortality: Resilience, perseverance.	Unit 3a - Individual and Community: Being healthy and staying well. Unit 3b - Cultural Studies: What objects and symbols can tell us: similarities and differences.
<b>Skills Developed</b>		
<ul style="list-style-type: none"> <li>• Discuss exactly what it means to have, give and show respect, using the vocabulary and skills of self-reflection introduced in previous units. There will be a focus on how students can show their respect in the school environment, with teachers modelling expected behaviour and vocabulary.</li> <li>• Have a greater understanding of their school and how they fit in to the structure and the expectations school places on them. They will also have looked at how their actions can affect others, practised working as a team and explored some strategies for helping and supporting their fellow students.</li> <li>• Understand that our knowledge and understanding of heritage and traditional culture come from more than one source.</li> <li>• Develop a metalanguage to describe what they are learning and feeling and to evaluate what they have done. The students are encouraged to identify and discuss what they like doing and what they find difficult. Students are encouraged to take risks within the safe environment of their school, to be prepared to get things wrong and to learn from their mistakes.</li> <li>• How to manage stress and mood changes and how these are linked to mental health.</li> <li>• Consider similarities and differences between objects from different time periods, how and why some historical objects are similar to those of today while others are very different, and what this might tell us about the society which produced them.</li> </ul>		
<b>Literacy &amp; Numeracy</b>		
<ul style="list-style-type: none"> <li>• Speaking and listening skills - discussion of lesson content and responding appropriately to others contributions.</li> <li>• Written and oral responses to the lesson content.</li> <li>• Using the vocabulary associated with each lesson.</li> <li>• Reading and comprehension of the stories and questions shared within each lesson.</li> </ul>		
<b>Assessment</b>		
<ul style="list-style-type: none"> <li>• Observations of children's written and oral responses during each lesson.</li> <li>• Use of the vocabulary associated with each lesson.</li> <li>• Submission of portfolio work related to the topics covered.</li> </ul>		
<b>Cross Curricular Links</b>		
<ul style="list-style-type: none"> <li>• Social Studies - links to UAE culture and heritage and also to the wider world.</li> <li>• Literacy skills developed - Speaking, listening, reading and writing.</li> <li>• Art - creating crafts, posters and portfolios related to the topics covered.</li> </ul>		

**Home Learning**

Reinforcement of the 4 pillars of Moral Education - Character and Morality, Individual and Community, Civic Studies and Cultural Studies.

**Reading List & E-books**

<https://moraleducation.ae/learn-more/>

**Useful Websites**

<https://moraleducation.ae/>

**Setting (if any)**

Classroom and at home

**Staff**

Karen Page, Anya Reavley

Grade 3

<b>Number of Lessons Per Week</b>		1
<b>Topics Covered</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Unit 1 - Character and Mortality: Equality and appreciation. Unit 1b: Individual and Community: Me and My World.	Unit 2a - Cultural Studies: Understanding UAE culture (part 1) Unit 2b Character and Mortality: Thoughtfulness and cooperation.	Unit 3a Individual and Community: Being brave and staying safe. Unit 3b Cultural Studies: Understanding UAE culture (part 2)
<b>Skills Developed</b>		
<ul style="list-style-type: none"> <li>Enabling students to evaluate situations they face in school or in the wider community and to decide whether or not individuals are being regarded on an equal basis. The emphasis is on how we all have a responsibility to act when we meet with inequality, even in situations where we are not directly affected.</li> <li>Showing appreciation for what one receives from other people and not taking them for granted.</li> <li>Broaden students' perspectives of their world and their environment, asking them to consider where they fit within the world at all levels (school, community and global), what they value and how they can protect what matters to them, including the environment.</li> <li>What is meant by 'culture' and focuses on what is unique about modern-day Emirati culture.</li> <li>To work as thoughtful and co-operative members of a group, both in school and in the wider community. Without showing empathy, kindness, care, respect, trust, fairness and tolerance of others, it would not be possible to work jointly towards the same end.</li> <li>Self-awareness, social skills and managing feelings -through a focus on bullying: what it is, how it feels, why people bully, and how students can use their personal and social skills to tackle this problem, both in person and online.</li> <li>Focus on cultural diversity within the UAE and on comparing Emirati culture with cultures elsewhere in the world.</li> </ul>		
<b>Literacy &amp; Numeracy</b>		
<ul style="list-style-type: none"> <li>Speaking and listening skills - discussion of lesson content and responding appropriately to others contributions.</li> <li>Written and oral responses to the lesson content.</li> <li>Using the vocabulary associated with each lesson.</li> <li>Reading and comprehension of the stories and questions shared within each lesson.</li> </ul>		
<b>Assessment</b>		
<ul style="list-style-type: none"> <li>Observations of children's written and oral responses during each lesson.</li> <li>Use of the vocabulary associated with each lesson.</li> <li>Submission of portfolio work related to the topics covered.</li> </ul>		
<b>Home Learning</b>		
<ul style="list-style-type: none"> <li>Social Studies - links to UAE culture and heritage and also to the wider world.</li> <li>Literacy skills developed - Speaking, listening, reading and writing.</li> <li>Art - creating crafts, posters and portfolios related to the topics covered.</li> </ul>		
<b>Cross Curricular Links</b>		
<ul style="list-style-type: none"> <li>Social Studies - links to UAE culture and heritage and also to the wider world.</li> <li>Literacy skills developed - Speaking, listening, reading and writing.</li> </ul>		

- Art - creating crafts, posters and portfolios related to the topics covered.

**Home Learning**

Reinforcement of the 4 pillars of Moral Education - Character and Morality, Individual and Community, Civic Studies and Cultural Studies.

**Reading List & E-books**

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**Useful Websites**

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**Setting (if any)**

Classroom and at home

**Staff**

Deon Mostert, Gabrielle Williams

Grade 4

<b>Number of Lessons Per Week</b>		1
<b>Topics Covered</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Unit 1a - Character and Mortality: Compassion, empathy. Unit 1b: Individual and Community: Growing up and well-being.	Unit 2a - Cultural Studies: Trade, travel and communications influence on culture. Unit 2b Character and Mortality: Peace, responsibility.	Unit 3a Individual and Community: Helping and making a difference. Unit 3b Cultural Studies: Trade, travel and communications influence on culture.
<b>Skills Developed</b>		
<ul style="list-style-type: none"> <li>Expand understanding of what the various qualities mean and how they are expressed. They are required not only to think about themselves and their school, but also to widen their discussions to consider different communities, both national and global.</li> <li>Begin to equip students with more advanced techniques and tools to help them grow and develop in a positive way. Changes and challenges they may face are covered, along with methods for dealing with these situations.</li> <li>To deal with how students can support each other.</li> <li>Identify issues of trade and communication.</li> <li>Develop values that require students to be proactive in their relationships at home, at school and in the community - peace (conflict resolution) and responsibility.</li> <li>Being brave and staying safe, particularly with regard to bullying.</li> <li>Develop ideas around respect and enables students to develop skills to enhance the relationships they have with others.</li> <li>Understand about the early growth of trade in the region; modern-day trade and communication.</li> <li>Introduces students to some simple economic concepts; and addresses issues of globalisation and sustainability.</li> </ul>		
<b>Literacy &amp; Numeracy</b>		
<ul style="list-style-type: none"> <li>Speaking and listening skills - discussion of lesson content and responding appropriately to others contributions.</li> <li>Written and oral responses to the lesson content.</li> <li>Using the vocabulary associated with each lesson.</li> <li>Reading and comprehension of the stories and questions shared within each lesson.</li> </ul>		
<b>Assessment</b>		
<ul style="list-style-type: none"> <li>Observations of children's written and oral responses during each lesson.</li> <li>Use of the vocabulary associated with each lesson.</li> <li>Submission of portfolio work related to the topics covered.</li> </ul>		
<b>Cross Curricular Links</b>		
<ul style="list-style-type: none"> <li>Social Studies - links to UAE culture and heritage and also to the wider world.</li> <li>Literacy skills developed - Speaking, listening, reading and writing.</li> <li>Art - creating crafts, posters and portfolios related to the topics covered.</li> </ul>		
<b>Home Learning</b>		
Reinforcement of the 4 pillars of Moral Education - Character and Morality, Individual and Community, Civic Studies and Cultural Studies.		

**Reading List & E-books**

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**Setting (if any)**

Classroom and at home

**Staff**

Farag Mohamed

Grade 5

<b>Number of Lessons Per Week</b>		1
<b>Topics Covered</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Unit 1a - Character and Mortality: Cognitive and emotional empathy. Unit 1b - Individual and Community: Taking responsibility for oneself and others.	Unit 2a - Civic Studies: Settlement, family and kinship in the UAE. Unit 2b - Civic Studies: Settlement, family and kinship in the UAE.	Unit 3a - Character and Mortality: Moral character, virtue ethics. Unit 3b Individual and Community: Ethics in sport and leisure.
<b>Skills Developed</b>		
<ul style="list-style-type: none"> <li>• Help students internalise the idea that at the heart of morality is a concern about something or someone other than themselves, their own desires and interests.</li> <li>• Nurturing empathy is likely to increase a person’s capacity for care and increase their motivation to act kindly and generously towards others.</li> <li>• Develop their understanding of how other people perceive a given situation, and how other people’s perceptions might differ from their own.</li> <li>• Engage in learning activities to grow their capacity for emotional empathy - the ability to ‘feel with’ others and to understand what might trigger other people to feel develop their awareness of themselves, their community and their environment. It explores how their actions can affect each of these and the importance of taking responsibility for their own actions.</li> <li>• Develop community and environmental awareness, encompassing interpersonal skills, which includes communication and listening skills, as well as attitude and deportment.</li> <li>• Build on ways of thinking about the individual and community to develop students’ cognitive and emotional empathy by continuing to encourage students to think about what it might mean to be a good or moral person.</li> <li>• Consideration of ‘doing the right thing’ can be reinforced, particularly through an examination of the broad Olympic values (determination, honesty, respect, passion, teamwork and self-belief).</li> </ul>		
<b>Literacy &amp; Numeracy</b>		
<ul style="list-style-type: none"> <li>• Speaking and listening skills - discussion of lesson content and responding appropriately to others contributions.</li> <li>• Written and oral responses to the lesson content.</li> <li>• Using the vocabulary associated with each lesson.</li> <li>• Reading and comprehension of the stories and questions shared within each lesson.</li> </ul>		
<b>Assessment</b>		
<ul style="list-style-type: none"> <li>• Observations of children’s written and oral responses during each lesson.</li> <li>• Use of the vocabulary associated with each lesson.</li> <li>• Submission of portfolio work related to the topics covered.</li> </ul>		
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**Reading List & E-books**

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**Useful Websites**

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**Setting (if any)**

There is no ability setting for Moral Education and all children attend the lessons.

**Staff**

**Laura Campbell**