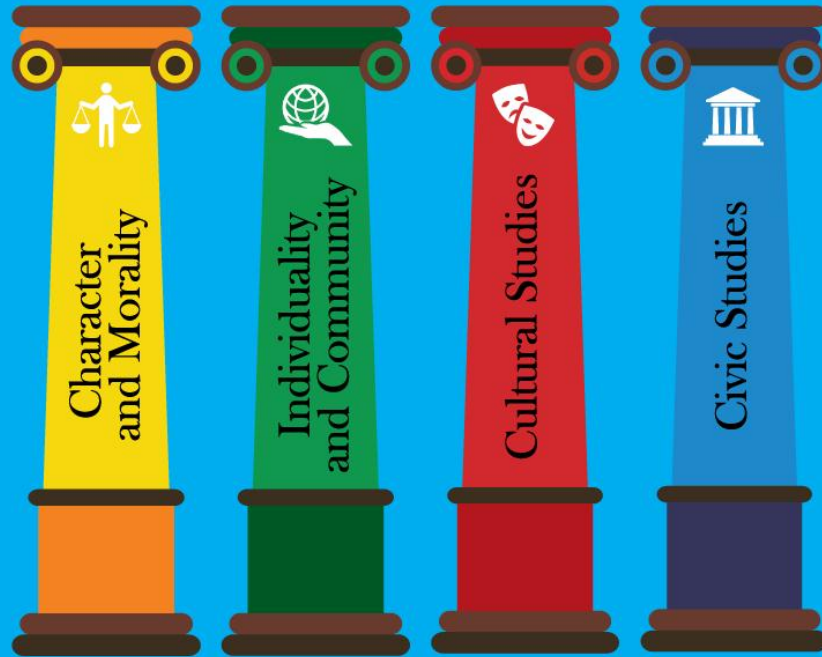


Moral Education Policy

Moral *Education*



Introduction

The Moral Education program is an innovative, engaging curriculum designed to develop young people of all nationalities and ages in the UAE with universal principles and values, that reflect the shared experiences of humanity. The Moral Education initiative was launched under the directive of His Highness Sheikh Mohammed bin Zayed Al Nahyan, Crown Prince of Abu Dhabi and Deputy Supreme Commander of the Armed Forces.

Purpose

The ultimate aim of GIHS Moral Education Policy is to create a generation of citizens who build character traits that include resilience, perseverance, work ethic, critical thinking and discipline by:

1. Providing guidance to parents, teachers and students on the school's implementation of the Moral Education Course as set out by the UAE Ministry of Education.
2. Preparing students with the skills they need for adult life. Skills include financial literacy, awareness of addiction, mental and physical well-being and digital literacy
3. Teaching students the practical and ethical values that are represented in the ethos of the course, which includes tolerance, honesty, dignity, respect, and humility
4. Encouraging and enable students to become engaged members of their community
5. Teaching 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

The staff at GIHS is dedicated to helping children reach their full potential, develop into responsible, cultured, engaged young adults ready for the wider globalized world.

Moral Education Program

The **Moral Education Program** goes beyond curriculum but also had a diverse to address student development by engaging parents in the activities, the whole school and the wider community. For example;

- **At home:** Family, parents, siblings, grandparents are involved actively in the school community and are aware of the child's school life. That's why parents are a crucial part of the Moral Education curriculum.
- **Holistic School Environment:** including school administration, curriculum teachers, extra-curricular activities, field trips, lectures, community service and many other activities.
- **Wider Community:** including recreational activities, media, work readiness, and volunteering as students are not isolated in their schools but rather actively take part in community outreach and service.

Curriculum

GIHS' follows the Moral Education Curriculum designed by Ministry of Education, UAE as a progressive series of units to be taught over twelve years of schooling from Grade 1 to Grade 12. Courses begin when students are in Grade 1 and continue throughout their Primary and Secondary education. It is based on the

following four pillars:

1. **Character and Morality**
2. **The Individual and the Community**
3. **Civic Studies**
4. **Cultural Studies**

Pillar 1 - Character and Morality

The *Character and Morality* curriculum is centred around developing each student as honest, tolerant, resilient and persevering individuals, who reflect inwards on and build an individual sense of morality based on personal outlooks. The curriculum is designed to teach students to respect each other and celebrate differences. Students are encouraged to be aware of the positive impact they can have on other people and the world. The curriculum features various aspects of character development including:

- *What it means to be fair*
- *What it means to be tolerant and respectful*
- *What equality means*
- *What it means to be cooperative*
- *Awareness of one's own views and feelings*
- *Global ethics*
- *Peace and conflict studies*

Pillar 2 - The Individual and the Community

A true citizen is one that takes care of themselves in addition to caring about the good of society and participating actively to make things better. The *Individual and Community* curriculum is focused on developing an individual who can thrive in different social situations and make a small change towards a big difference. Building upon the core competencies learned throughout the *Character & Morality* courses, students dive deeper into community awareness and how they can become active members of their community, through community service subjects and learning about the importance and value of serving others. It imparts a sense of self-esteem, well-being and respect for familial and interpersonal relationships.

The curriculum features different aspects of personal and community development including:

- *Self-worth*
- *Respecting and understanding differences within their community*
- *Physical and mental health*
- *How to deal with change and loss*
- *The importance of looking after the environment*
- *How to make a positive contribution to society*
- *Empathy and compassion*
- *Moral courage*
- *The importance of teamwork*

Pillar 3 - Civic Studies

Whether a student was born in the UAE or moved here with their family, it is essential to understand the fundamentals of how the UAE was formed and how it is governed today. The *Civic Studies* courses are focused on developing the student's knowledge of their rights as a citizen or resident of the UAE and their duty as a member of Emirati society. The curriculum is also focused on the UAE government's structure and judicial processes.

The curriculum features a range of topics that focus on aspects of citizenship, the duties of citizens to each other as members of a political system and to the government. This includes:

- *Settlement of the UAE*
- *How the UAE grew into the diverse and modern country it is today*
- *How the UAE has responded to an increasingly globalized world*
- *The growth of consultative governance in the UAE*
- *Governmental structure of the UAE*
- *What it means to be an active civic citizen*
- *What it means to be a global civic citizen*
- *Developing a global outlook*

Pillar 4 - Cultural Studies

Culture is an inherent part of a society and the moral education wants to highlight UAE's shared human culture that encapsulates the traditions and symbols that help define who we are.

Pedagogy on culture in theory and practice, creates a new language that proliferates the understanding of native knowledge, values and collective identities. Cultural Studies is focused on fostering an understanding around UAE culture and heritage as well as what a larger global culture means.

The curriculum centres around the UAE heritage and how that heritage is part of a larger universal culture. Classes will feature topics including:

- *The use of the oral tradition in preserving UAE heritage*
- *Intangible customs*
- *The importance of objects, imagery and symbols in culture*
- *Similarities and differences among cultures*
- *An in-depth look at Emirati legacy*
- *The influence of trade, travel and communication on the Emirati culture*
- *Inter-cultural relationships and their impact on the UAE*
- *Universal culture*

As per the directives from the regulating authorities, the ME Programme was implemented in GIHS meeting the requirement of minimum teaching minutes. Accordingly, in GIHS, two dedicated periods of 35 minutes has allotted to teach Moral Education in Grade 1 to 5 one dedicated period of 40 minutes and in Grade 6 to 12.

Pedagogy

The core principles and values at the foundation of the curriculum are universal and were formulated with students of all nationalities, ethnicities and backgrounds in mind.

Moral Education is progressive; designed to deliver meaningful lessons to all age groups. It encourages students to build on their own learning and experiences over the course of their schooling in the UAE.

Adopting a truly innovative approach to teaching methodology, the moral education's curriculum encourages teachers to engage students using a variety of tools and techniques suited to their ages.

These extend beyond textbooks and classroom teaching, providing students with an engaging educational experience that includes informal learning methods such as field trips and community outreach initiatives. Extensive efforts are underway to train teachers and administrators across the UAE, to ensure that teaching methods are impactful and consistent.

The school provides opportunities that support and reinforce the adoption of positive values within the school, the family and the community.

Teachers integrate the relevant values in their lessons by creating variety of contexts through which students explore, think, reflect and internalise positive dispositions and values.

Assessment

As for Assessment, students will be assessed through:

1. A quadrangular approach of Behaviour Assessment Tool by:
 - Student (Self Assessment)
 - Parent / Guardian
 - ME Teacher
 - Class Teacher
2. Verbal and Written Feedback to Students
3. Participation in Community Outreach
4. Formative Assessment (writing reports and journals, designing cards, acting, quizzes, etc.)
5. Summative (End of Term Exam)

Revised and adopted by the Principal: September 5, 2018

Next Review Date: January 2019

Principal:

Director: