Introduction
To safeguard UAE’s unique local character and preserve local heritage and identity amidst the rapid changes in the social fabric, 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.

The program aims to address the need to:
- Foster the ways youth in the UAE deal with the mélange 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 beliefs.
- 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.

Rationale
RWA recognises that value formation is essential for students ‘to be committed, compassionate individuals who positively enhance the lives of others’ and ‘to be successful global citizens’, as stated in its mission and vision and the IB Learner Profile. The set of universal values outlined in the school’s moral education curriculum together with the teaching of the IB Learner Profile will enable the students to engage and peacefully interact with other people in society, complementing the School’s guiding statements.

Purpose
This policy aims to:
- Provide 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
- Develop responsible, cultured, engaged young adults ready for the ever-changing wider globalized world
• Develop students’ awareness of the shared human experience and make them messengers of the values they embody.

Curriculum Structure
RWA follows the moral education curriculum designed by the 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 of teaching and learning:

• Character and Morality
• The Individual and the Community
• Civic Studies
• 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

**Underpinning Foundations**

- Moral Values - honesty, tolerance, responsibility, thoughtfulness, harmony, courage, helpfulness, moderation, humility, kindness, consciousness
- Thinking, learning and Communication skills – handling and understanding information, thinking, solving problems and decision making; being creative, working with others, and managing oneself
- Qualities of Character – perseverance, cooperation, resilience, self-control, altruism, ambition, independence, hospitality, grit, self-confidence, discipline, wisdom, generosity, passion
- Interpersonal and Societal Competencies – solidarity, civic duties, respecting law and order, recognizing social diversity and inclusivity

**Role of the School**

The school shall create an environment which provides opportunities that support and reinforce the adoption of positive values within the school, the family and the community. School rules, regulations, teaching and other staff relationships must reflect the values that students could emulate and propagate.

**Role of the Teachers**

Teachers should be able to:

- Help the students acquire and practice specific skills that support positive values
- Apply principles that forge bonds and linkages between school, home and the community
- Implement appropriate evaluation strategies, as necessary, to monitor progress made by the students towards acquiring positive values
- Appreciate the importance of understanding the factors and contexts which are influencing the behaviour, choices, lifestyles, health and welfare of children and young people and their families
- Develop a standard of personal life practices which will help maintain their positive self-image to serve as a role model to students.
- Teach the content innovatively through multimedia shows, individual and group presentations, discussions and even art.

**Role of the Parents**
Parents shall provide the necessary affective relationship and extensive interactions that facilitate moral development. They also help by identifying other models of the character traits they want their children to develop and by raising appropriate character-related issues in discussions of daily events. Parents’ explanation of the reasons for rules and expectations may facilitate children’s moral development.

**Teaching Approaches and Strategies**
Moral education shall be taught from Grade 1-9 through the integrated approach, in which every teacher is a teacher of moral education. Teachers integrate the relevant values in their lessons in different subjects or in other activities outside the classroom. Dedicated periods shall be allotted for creating variety of contexts through which students explore, think, reflect and internalise positive dispositions and values. Teachers should adopt a truly innovative approach to teaching methodology, extending 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.

As per the directives from the regulating authorities, the ME Programme was implemented in RWA meeting the requirement of minimum teaching minutes. Accordingly, in RWA, one dedicated period of 60 minutes has been allotted to teach moral education in Grade 1 to 5, one dedicated period of 40 minutes and in Grade 6 to 12.

**Assessment**
Students will be assessed through:
1. A quadrangular approach:
   - Student self-assessment
   - Parent / Guardian
   - Teachers
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 unit)

**Progress is measured by observing that students:**
- Are more tolerant of one another and fair in their dealings.
- Reflect on their own behavior.
- Take greater responsibility for their own actions.
- Are aware of the significance of the curriculum.
- Are compassionate towards others and show acceptance.
- Are self-confident and self-motivated.
- Relate to others more amicably.
- Are aware of the culture of UAE from its developmental stages to the present time.
- Show respect for the cultures and beliefs of wider community as openminded learners.

**Monitoring and review**
This policy is reviewed at the end of each year by the heads of section and approved by the principal.