

## IPK PYP Moral Education Expectations 2020-21

	Term 1	Term 2	Term 3
<b>G1</b>	<p><b><u>CHARACTER AND MORALITY</u></b> <b>CM1-Fairness, affection</b></p> <p>Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Give a simple explanation of what is meant by fairness and unfairness</li> <li>2. Recognise a fair and an unfair situation</li> <li>3. Suggest how to make an unfair situation fair</li> <li>4. Recognise that an apology is required if they have acted unfairly</li> <li>5. Know that affection can be given and received in different ways</li> <li>6. Talk about themselves in positive terms</li> </ol> <p><b><u>INDIVIDUAL AND COMMUNITY</u></b> <b>IC1-Me and my family</b></p> <p>Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Use an expanded vocabulary to describe and express their feelings, recognising whether a feeling is positive or negative and knowing what can cause certain feelings, particularly worry and anxiety</li> <li>2. Talk about the things they are good at and those things they find more difficult,</li> </ol>	<p><b><u>CULTURAL STORIES</u></b> <b>CUS1-Discovering UAE heritage through story telling</b></p> <p>Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Distinguish some different forms of traditional storytelling</li> <li>2. Talk about the various entertainment and functional purposes of storytelling</li> <li>3. Evidence some understanding of the significance of the way in which the stories that are handed down from generation to generation inform our knowledge of the past</li> </ol> <p><b><u>CHARACTER AND MORALITY</u></b> <b>CM2-Caring and honesty</b></p> <p>Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Understand what caring means and that it can take many different forms</li> <li>2. Describe how they care for themselves and are independent</li> <li>3. Demonstrate the ways in which they care for others, focusing on friends and family</li> </ol>	<p><b><u>INDIVIDUAL AND COMMUNITY</u></b> <b>IC2- Friendship</b></p> <p>Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Explain what friendship is and why maintaining good friendships is important, knowing that friends can have different backgrounds, opinions and interests</li> <li>2. Confidently make new friends and treat their friends well and with respect through behaviour that shows care, empathy, acceptance and support in different situations, including the use of problem solving to resolve conflict and deal with difficult situations</li> <li>3. Identify in what ways people in the local community might be different from each other, accepting these differences, adapting behaviour to interact effectively, and being willing to discover new people and cultures</li> </ol> <p><b><u>CULTURAL STORIES</u></b> <b>CUS2 – Intangible heritage</b></p> <p>Students will be able to do the following by the end of this unit:</p>



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<p>knowing that different people have different strengths and weaknesses, but that there are instances when they should try to improve</p> <p>3. Explain what they like and dislike, giving reasons for their preferences and acknowledging that they can learn to like things and that not everyone likes the same things</p> <p>4. Identify the people who are important to them and the relationships that exist between them, along with the roles that family and friends have when caring for each other</p> <p>5. Explore their feelings in the context of their important relationships, including family and friends.</p>	<p>4. Explain how they can care for the school environment</p> <p>5. Explain the difference between honesty and dishonesty</p> <p>6. Use a wide range of vocabulary to express their feelings objectively, without blaming others and without hurting someone else's feelings.</p>	<p>1. Explain the distinction between 'tangible' and 'intangible' heritages</p> <p>2. Discuss and/or write about examples of intangible heritage in the UAE</p>
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<b>G2</b>	<p><b><u>CHARACTER AND MORALITY</u></b></p> <p><b>CM3 – Tolerance, respect for difference</b> Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Recognise that we are all different and why this is to be welcomed and respected</li> <li>2. Praise and celebrate special features in others</li> <li>3. Know who and what they should respect</li> <li>4. Understand they must treat others as they wish to be treated themselves</li> <li>5. Identify ways to be more understanding towards others</li> </ol> <p><b><u>INDIVIDUAL AND COMMUNITY</u></b></p> <p><b>IC3-Self-identity and working with others</b> Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Behave in a way that ensures they learn effectively and benefit fully from being at school, demonstrating that they know what their place in school is, what school expects of them and how their behaviour should be adapted in different situations (at school, playing with friends, and at home)</li> <li>2. Recognise how their actions as an individual affect others and apply appropriate levels of self-awareness and responsibility to interact correctly with</li> </ol>	<p><b><u>CULTURAL STORIES</u></b></p> <p><b>CUS3 – What objects and symbols can tell us</b> Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Describe the distinguishing features of a variety of artifacts (objects and symbols) from the past (or reproductions/pictures)</li> <li>2. Make a simple interpretation about, for example, the provenance and usage of an artefact</li> <li>3. Describe in simple terms the work that archaeologists do</li> <li>4. Appreciate that, although people in the past may have lacked modern technology and resources, they were as creative and inventive as people today</li> </ol> <p><b><u>CHARACTER AND MORALITY</u></b></p> <p><b>CM4 – Resilience, perseverance</b> Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Discuss what is meant by resilience and perseverance and give examples of individuals and groups of people who have demonstrated these qualities</li> <li>2. Identify and talk about their own strengths and use them to overcome difficulties</li> <li>3. Undertake a challenging project-based activity and pursue it without giving up</li> </ol>	<p><b><u>INDIVIDUAL AND COMMUNITY</u></b></p> <p><b>IC4 – Being healthy and staying well</b> Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Understand why it is important to be healthy and what they can do to maintain a healthy lifestyle to ensure emotional and physical well-being</li> <li>2. Participate enthusiastically in school activities to promote healthy living – including diet, exercise and fitness – showing determination and commitment to achieve their goals</li> <li>3. Recognise that they, and others, have a range of feelings, both positive and negative, and know how to identify what they and other people are feeling</li> <li>4. Recognise, and react appropriately to, other people’s feelings, knowing when and how to care for and support others</li> <li>5. Use an appropriate vocabulary to express how they feel when things change and apply basic coping strategies to deal with change, having confidence to ask for help, as necessary</li> </ol> <p><b><u>CULTURAL STORIES</u></b></p> <p><b>CUS4 – What objects and symbols can tell us: similarities and differences</b> Students will be able to do the following by the end of this unit:</p>
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	<p>other members of the school community and in role-play activities</p> <p>3. Work confidently as a member of a team, applying communication skills and problem solving to effectively contribute to the achievement of goals, while avoiding attitudes and behaviour that are detrimental to successful teamwork</p> <p>4. Provide help and support to other students, using appropriate techniques in a range of straightforward scenarios presented to them, demonstrating respect for a range of views and empathy for other people's feelings</p>	<p>4. Take part in giving and receiving constructive feedback with their peers</p> <p>5. Recognise the importance of making every effort to achieve the best they can in the activities they undertake both in their school work and daily lives</p>	<p>1. 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</p> <p>2. Use some of the vocabulary and concepts that are helpful when considering change over time and when discussing how the heritage might be reflected in the present day (e.g. similarity and difference, change and continuity)</p> <p>3. Identify and explain the meaning of national and other symbols currently found in the UAE and compare them with symbols in the past</p>
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<p><b>G3</b></p>	<p><b><u>CHARACTER AND MORALITY</u></b> <b>CM5 – Equality, appreciation</b> Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Describe what treating people equally means</li> <li>2. Distinguish between cases of treating people equally and treating people fairly</li> <li>3. Recognise how to respond when confronted with examples of inequality of treatment</li> <li>4. Explain what is meant by appreciation and how to express it in ways that are appropriate</li> </ol> <p><b><u>INDIVIDUAL AND COMMUNITY</u></b> <b>IC5 – Me and my world</b> Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an awareness of their world and where they fit within it, ranging from their immediate experience of the world through to the wider world at community and country levels, and be curious to find out more about the wider world and the people in it</li> <li>2. Explain which people and things matter to them (including traditions, places, heritage, nature, values, etc.) and give reasons why these things are important,</li> </ol>	<p><b><u>CULTURAL STORIES</u></b> <b>CUS5 – Understanding UAE culture (part 1)</b> Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Explain and give a range of examples of ‘culture’</li> <li>2. Describe their own cultural identity and talk about what has influenced it</li> <li>3. Conduct simple cultural mapping</li> <li>4. Explain how an individual’s cultural identity has many aspects and is influenced in a variety of ways</li> <li>5. Identify and explain aspects of Emirati culture in general, and their own individual cultural identity in particular, to their peers and the teacher</li> </ol> <p><b><u>CHARACTER AND MORALITY</u></b> <b>CM6 – Thoughtfulness, co-operation</b> Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Act in ways that demonstrate they know what it means to be thoughtful and show consideration for others</li> <li>2. Show a greater understanding of how their actions affect the feelings of others around them</li> <li>3. Understand why co-operative working is important and how group activities should be conducted</li> </ol>	<p><b><u>INDIVIDUAL AND COMMUNITY</u></b> <b>IC6 – Being brave and staying safe</b> Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Understand what it means to take responsibility for their own behaviour and identify when and how their behaviour may be upsetting others and how being honest about their own actions can benefit others</li> <li>2. Understand what bullying is, and be able to describe the main elements: why people bully others, the characteristics of bullying behaviour, different forms of bullying, the power imbalance, how bullying can be stopped</li> <li>3. Understand how it might feel to be a target of, or a witness to, bullying</li> <li>4. Recognise when and how to tell someone about bullying and have the courage to speak out</li> <li>5. Understand how to keep themselves safe online, using basic IT skills to manage their safety and using caution to assess interactions and situations that may be unsafe</li> </ol> <p><b><u>CULTURAL STORIES</u></b> <b>CUS6 – Understanding UAE culture (part 2)</b></p>
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	<p>and show care, value and respect for things that matter to them</p> <p>3. Understand why it is important to protect the environment (school, community and global), the things that can damage these environments; and know how to minimise or prevent environmental damage</p> <p>4. Take action to protect their 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</p>	<p>4. Work effectively as a member of a group Character and morality Thoughtfulness, co-operation</p>	<p>Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Explain in simple terms how exploring cultural diversity helps both to define their own culture and also to appreciate that of others</li> <li>2. Identify a range of cultural diversity within the UAE</li> <li>3. Describe and make a simple analysis of ways in which Emirati culture is similar to/different from cultures elsewhere in the world</li> <li>4. Talk about some of the challenges and benefits of living in a culturally diverse society</li> </ol>
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<p><b>G4</b></p>	<p><b><u>CHARACTER AND MORALITY</u></b> <b>CM7 – Compassion, empathy</b></p> <p>Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Explain, and give examples of, the key qualities of compassion, empathy, respect and tolerance</li> <li>2. Discuss occasions on which they have shown, or failed to show, compassion and tolerance towards others</li> <li>3. Consider the wider world and identify groups of people who are intolerant of others or who are themselves the victims of intolerance</li> <li>4. Understand why self-respect is a necessary part of respecting others</li> </ol> <p><b><u>INDIVIDUAL AND COMMUNITY</u></b> <b>IC7 – Growing up and wellbeing</b></p> <p>Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Know how they can grow and develop in a positive way, co-operating and collaborating with others to maintain wellbeing</li> <li>2. Understand that they will face challenges and changing situations as they grow and can learn to manage these changes by identifying when they occur and communicating their concerns to</li> </ol>	<p><b><u>CULTURAL STORIES</u></b> <b>CUS7 – Trade, travel and communication’s influence on culture</b></p> <p>Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Identify where and how land and sea trade routes and cities developed in the region</li> <li>2. Explain about the various goods that were traded along these routes</li> <li>3. Describe other ways in which the trade routes were important beyond the movement of goods</li> <li>4. Discuss and/or write about what life was like along the trade routes and in the cities</li> <li>5. Explain, at a simple level, the benefits and potential problems of interconnectivity between different peoples</li> </ol> <p><b><u>CHARACTER AND MORALITY</u></b> <b>CM8 – Peace, responsibility</b></p> <p>Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Show a greater understanding of how to solve conflicts at home and at school</li> <li>2. Understand and explain that communication is the key to conflict resolution</li> </ol>	<p><b><u>INDIVIDUAL AND COMMUNITY</u></b> <b>IC8 – Helping and making a difference</b></p> <p>Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Understand their style of learning and the benefits of accepting help from other people to improve their learning, working collaboratively with others to achieve goals, being responsible for their input, and using problem solving to complete individual or group activities</li> <li>2. 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</li> <li>3. Identify and confidently participate in activities in the school and wider community and make a positive contribution in relation to learning, supporting others and community activities, communicating effectively with others and being enthusiastic</li> </ol> <p><b><u>CULTURAL STORIES</u></b> <b>CUS8 – Trade, Travel and communication’s influence on culture</b></p> <p>Students will be able to do the following by the end of this unit:</p>
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	<p>others, while realising that change can be positive</p> <p>3. 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>4. Identify who to ask for help to deal with change and loss, for themselves and others, drawing on support from the community</p>	<p>3. Demonstrate, independently, a compromise</p> <p>4. Notice when a conflict could happen and do what they can to prevent it</p> <p>5. Make and act upon appropriate and sensible decisions</p> <p>6. Recognise the consequences of their actions</p> <p>7. Describe how they show social responsibility</p> <p>8. Take care of themselves and their property</p>	<p>1. Identify where and how land and sea trade routes and cities developed in the region</p> <p>2. Explain about the various goods that were traded along these routes</p> <p>3. Describe other ways in which the trade routes were important beyond the movement of goods</p> <p>4. Discuss and/or write about what life was like along the trade routes and in the cities</p> <p>5. Explain, at a simple level, the benefits and potential problems of interconnectivity between different peoples</p>
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<p><b>G5</b></p>	<p><b><u>CHARACTER AND MORALITY</u></b> <b>CM7 – Compassion, empathy</b> Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Explain the meaning of the moral values of care, kindness and generosity to other students and the teacher, giving examples of situations in which they (or people they know) have demonstrated these values in everyday life</li> <li>2. Tell other students how they perceive an ethical dilemma (e.g. in a story the students read) with a fair degree of clarity</li> <li>3. Restate succinctly the key points of a fellow student’s perception of an ethical dilemma, check for accuracy and give the original speaker an opportunity to clarify</li> <li>4. Make guesses about the feelings of different people (or characters in a story) who find themselves in an ethical dilemma</li> </ol> <p><b><u>INDIVIDUAL AND COMMUNITY</u></b> <b>IC9 – Taking responsibility for oneself and others</b> Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Recognise the factors that affect their confidence and self-esteem, and how they can develop their resilience</li> <li>2. Present and discuss ideas about identity and how the attitudes and actions of</li> </ol>	<p><b><u>CIVIC STUDIES</u></b> <b>CIS1 – Settlement, family and kinship in the UAE</b> Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Describe and explain the main changes that have taken place with: <ul style="list-style-type: none"> <li>• people coming to and settling in the UAE</li> <li>• families and family groupings</li> </ul> </li> <li>2. Explain and discuss relevant concepts and terminology</li> <li>3. Appreciate the importance and value to the individual of family and kinship bonds</li> </ol> <p><b><u>CIVIC STUDIES</u></b> <b>CIS1 – Settlement, family and kinship in the UAE</b> Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Describe and explain the main changes that have taken place with: <ul style="list-style-type: none"> <li>• people coming to and settling in the UAE</li> <li>• families and family groupings</li> </ul> </li> <li>2. Explain and discuss relevant concepts and terminology</li> <li>3. Appreciate the importance and value to the individual of family and kinship bonds</li> </ol>	<p><b><u>INDIVIDUAL AND COMMUNITY</u></b> <b>CM10 – Moral character, virtue ethics</b> Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Recognise 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</li> <li>2. 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’)</li> <li>3. Give an account of how they would like to develop themselves to be a better person</li> <li>4. Behave virtuously – for example by demonstrating a capacity for patience or courage – in their dealings with other people (perhaps in the first place their classmates and family members)</li> </ol> <p><b><u>CULTURAL STORIES</u></b> <b>IC10 – Ethics in sport, leisure</b> Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. Analyse and evaluate how the Olympic values can be used as an inspiration and motivational tool for their own self-growth, drawing on examples of inspirational Olympians and Paralympians</li> </ol>
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<p>others can affect individuals' sense of self-worth either positively or negatively</p> <p>3. Demonstrate an awareness of the needs of others, including vulnerable groups (such as the elderly) and provide practical support and consideration and support</p> <p>4. Demonstrate an awareness of environmental issues locally to their homes and school and at a national and global level</p> <p>5. Understand how they affect and influence environmental issues, including how they can take practical action on issues such as recycling, litter and noise</p>		<p>2. Make informed decisions on how to use their leisure time most effectively by providing evidence of research students have conducted on local sports and leisure activities</p> <p>3. Confidently debate with others some of the ethical questions surrounding sport, particularly the reasons for foul play, doping and cheating, and whether tolerance or forgiveness should be applied</p>
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