



Dubai English Speaking School



Moral Education Program Policy



التربية الأخلاقية
MORAL EDUCATION

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School Context

Dubai English Speaking School is a large primary school located in Dubai. It follows the English National Curriculum and has 1120 children on role from over 49 different countries. Its first language is English and additionally teaches Arabic and French. The school is culturally rich as it benefits from a wide ethnic mix amongst the pupils. The school has an active parent community, which involves itself in all aspects of the school to support the teachers and children.

Mission Statement

Dubai English Speaking School enables a child to develop as a lifelong, independent learner, providing a balanced and structured curriculum in which the needs of the individual and his/her potential are paramount. High self-esteem is developed in a caring, nurturing and cooperative environment in order to foster the leadership and interpersonal skills needed to be a citizen in a modern and changing society.

4 pillars for MEP here at DESS:

The personal development of pupils; morally, socially and culturally, plays a significant part in their ability to learn and achieve. The emphasis upon these aims within the school mission statement is indicative to the central role that **MEP** will have within our school. Development of **MEP** both explicitly in the daily life of the school and implicitly through direct teaching is essential to raising standards of all pupils.

Rationale

The importance of Moral Education program @ DESS

MEP (Moral Education Program) will help to give pupils the moral understanding and skills they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, develop high self-esteem, empathise and work well with others and become increasingly responsible for their own learning. They can reflect on their experiences and understand how they are developing personally and socially, undertaking many of the moral, social and cultural issues that are part of growing up. Pupils also find out about the main social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The Framework for MEP

The knowledge, skills and understanding are taught under the **4 Pillars**:

- **Character & Morality**
- **The Individual and the Community**
- **Civic Studies**
- **Cultural Studies**

Teaching Methods and Learning Approaches

Explicit Teaching of MEP

At DESS we believe that explicitly, **MEP** should infiltrate each aspect of school life. All teachers are encouraged to develop a repertoire of flexible, active learning methods. It is

seen as **mandatory** curriculum of 60 minutes per week for Year Groups 1-6, all 66 units to be covered throughout the year. MEP outcomes must be included in relevant lesson plans across any subject taught.

Implicit Teaching of MEP

Implicitly **MEP** is taught in DESS depending on the learning outcomes required to teach, it can be taught directly or integrated within other areas of the curriculum however it must not be taught during Islamic studies.

Curriculum:

All members of staff must have a firm understanding of the 4 Pillars and the values that underpin this curriculum. Each Year Group must know and understand the outcomes for their Year and a clear sighting of the Years overview and progression. Subject specialists must also have an acknowledgment of the curriculum in order to incorporate into their planning when possible.

4 Pillars:



- Build character traits that include resilience, perseverance, work ethic, critical thinking and discipline.
- Teach students the practical and ethical versions that are represented in the ethos of the course, which include 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.

In the foundation stage children will learn MEP through PSED (personal, social and emotional development) in the foundation stage this one of the six areas of learning. It underpins everything that we do. Children are provided, on a daily basis, with experiences and support which help them to develop a positive sense of themselves and of others, respect for others, social skills and a positive disposition to learn. They will also take part in circle times/MEP lessons if appropriate, mindfulness sessions and assemblies.

Assessment, Recording and Reporting

MEP

- Children's knowledge and understanding of the **4 pillars within Moral Education** will be monitored throughout the year.
- Observing how well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.
- Teachers covering and meeting all the clearly defined learning outcomes from the **Moral Education Program**.

We expect children to have achieved, or to be working within, the early learning goals for PSED by the end of the FS2 year. Ongoing observation and teacher assessment enables the FS team to provide experiences that are meeting the children's needs to enable them to achieve the early learning goals. Teachers keep track of children's progress using the Foundation Stage profile. FS2 use Year 1 **MEP** objectives as a guidance to ease and ensure a smooth transition.

Other additional areas MEP will be covered:

Mindfulness - See mindfulness policy for more information

Mindfulness teaches the children how to bring the awareness to the present moment in a non-judgmental way.

- Morning (10minute) daily slot to teach mindfulness/coping strategies and emotional wellbeing
- Mindfulness to be used reactively throughout the day depending on the children's needs.

Circle Time

Circle Time is used to give and allow opportunities for speaking and listening, for developing self awareness and empathy and respect for others. It allows children to build - self esteem and grow in confidence. It is a collective time for the whole class team, and teachers should take an active role in the circle time process and be models for the children. Difficult questions should be dealt with sympathetically and all participants have the right to 'pass' if they do not wish to contribute and idea.

Appropriate content may include:

- Other **MEP** related themes
- A personalised theme which is relevant to the needs of a particular class
- Discussing/ introducing Learning skills
- Mindfulness strategies
- Appropriate links with topics
- UNICEF Rights and Responsibilities

Resources:

There are a number of resources available, teacher guidance and student guidance books which are saved the according year groups folder and MEP folder. A build-up of other resources, videos and links to be saved onto the server for all staff to access and share throughout the year. Library books relevant to objectives. MEP/Emotional Wellbeing resources also in MEP coordinators room. Mindfulness room and Zen Den to be used if appropriate.

Other areas of MEP

Where appropriate, other areas of learning should be built into planning e.g. School Council, school's involvement with the local community, House days, Whole school events such as Anti Bullying week, International day, National day etc.

Rights and Responsibilities

Each class must agree and create their rights and responsibilities of their role in class and apply these around the whole school. The Rights and Responsibilities allows children to

understand what a right is and how therefore it is their responsibility to keep and withheld that right. Using the language around the school.

Monitoring

The teaching and learning within MEP is monitored by the subject leader by working with staff, observing lessons and evaluating planning. Yearly Action Plans are created by the subject leader, in conjunction with the SLT.

All members of staff are encouraged to provide feedback to the MEP leader regarding any issue concerning the subject area.