The Four Pillars

The Four Pillars	■ (dark blue)	Character And Morality (CM)	■ (blue)		Civic Studies (CS)
	■ (light blue)	The Individual and The Community (IC)	■ (cyan)		Cultural Studies (CUS)

YEAR 7

	TERM 1				TERM 2				TERM 3	
	CM11	Where it Fits	**IC11**	Where it Fits	**CIS2**	Where it Fits	**CM12**	Where it Fits	**IC12**	Where it Fits
	Equality Justice as Fairness		Physical Health and Diet		How the UAE Grew into the Diverse, Inclusive Society that it is Today		Respect and Tolerance in a Diverse Society		Mental Health	
CM11.1 / IC11.1 / CIS2.1 / CM12.1 / IC12.1	CM11.1 • Give an account of some of the problems that can arise when considering equality (for example, the tension between equality of opportunity and equality in outcomes)		IC11.1 • Recognise the responsibility for caring for themselves , including the importance of healthy eating, sufficient sleep and regular exercise, and explain how choices about these factors affect their lives in the short and longer term.	SCIENCE: Content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed	CIS2.1 • Explain and give examples of what is meant by terms such as 'multicultural', 'diversity', 'cultural heritage' and 'inclusivity'	UAE Social Studies- Pearl diving; and fishing in UAE.	CM12.1 • Explain how social background (such as social class, school, town, ethnicity and religion) plays a role in fostering (or undermining) tolerance, respect and equality between people .	History- King Williams methods to control England	IC12.1 • Explain that mental health not just a physical condition but also a mental one and that they have a responsibility to care for one's mental health as well as physical health and understand the links between them.	History- What was the life of women in the middle ages.
CM11.2 / IC11.2 / CIS2.2 / CM12.2 / IC12.2	CM11.2 • Explain that distributive justice is about how scarce resources - such as wealth, work or positions (e.g. leadership positions) - are allocated fairly within a group or wider community	History- Feudal system in Medieval times; rights and responsibilities.	IC11.2 • Understand and explain the different ways in which diseases are spread and how to avoid infection and contamination at the individual and community levels , including the importance of sanitation and clean water.		CIS2.2 • Research and analyse how and why Emirati culture has changed over time and the ways in which museums, art galleries, archives and other bodies maintain the cultural heritage.		CM12.2 • Give reasons why it is important to respect the beliefs, values and traditions of others.		IC12.2 • Understand how to be mentally healthy and resilient and the way to support their resilience - through organising and managing their learning, support from family and friends , participation in arts, sports and music- as well as the risk factors, such as isolation, substance abuse and risky behaviour.	
CM11.3 / IC11.3 / CIS2.3 / CM12.3 / IC12.3	CM11.3 • Understand the importance and contested nature of reasoning about how one might go about deciding what is fair.		IC11.3 • Analyse and consider the concepts of individual and collective responsibiloity in relation to health within the context of a community -based project or resource , such as sports facilities or health centres.	ENGLISH: It is a well-known fact that some of the world's oldest people are Japanese. Research on the reasons. Then make comparisons to the lifestyle in Dubai and suggest healthier options using ideas taken from the research.	CIS2.3 • Discuss with peers the concept of what should be valued and maintained , and what can be learnt from our past to inform the future.	History- Battle of hastings, how people changed and work with others.	CM12.3 • Articulate own prejudices and provide strategies to overcome the prejudices.		IC12.3 • Know how to access and use more structured supprt such as mindfullness , peer support and formal counselling.	
CM11.4 / IC11.4 / CIS2.4 / CM12.4 / IC12.4	CM11.4 • Demonstrate a personal commitment to fostering just or fair distributions of scarce resources (initially among classmates, family and friends)		IC11.4 • Talk about examples of global health concerns , such as malaria and malnutrition, the factors that increase the spread of diseases, including the impact of poverty, and how health concerns are tackled.	SCIENCE: Identify the causes and effects of some deficiencies in the diet; suggest which foods could prevent well-known deficiencies; plan ways of communicating ideas about preventing deficiency diseases. MATHS: Create a data and draw a bar graph on the basis of number of people affected with the different global health concers in different places.	CIS2.4 • Evidence 'cultural competence' by participating in a school or community - based activity or event.		CM12.4 • Demonstrate respect for differences while treating peers as equals in interactions in the classroom and wider school.		IC12.4 • Explain how and who to ask for help and advice when concerned about mental health issues.	
IC12.5									IC12.5 • Be reflective of what causes stress or mood changes , have strategies to manage those conditions, and understand how others may behave when stressed and how to be supportive in their responses.	
IC12.6									IC12.6 • Understand that mental ill health can affect anyone; it is not something to stigmatise - know about the nine basic types of mental health issues young people experience and what they need to look out for if someone is at risk.	

Underpinning Foundations of The Four Pillars	
Moral Values	Honesty, tolerance , respect, responsibilty, 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, coperation, 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, recognising societal diversity and inclusivity.

Thinking, Learning and Communication Skills Being Developed	
Handling and understanding information	Collating, synthesising and managing information
Thinking, solving problems and decision making	Reasoning. predicting , hypothesising and finding solutions.
Being creative	Being curious, learning from mistakes, and developing new ideas and ways of thinking about the world.
Working with others	Teamwork, leadership.
Managing oneself	Working independently , self motivation, setting own targetsand goals, reflection and evaluation.