



Beam  
Virtues

# INTEGRATED VIRTUES CURRICULUM

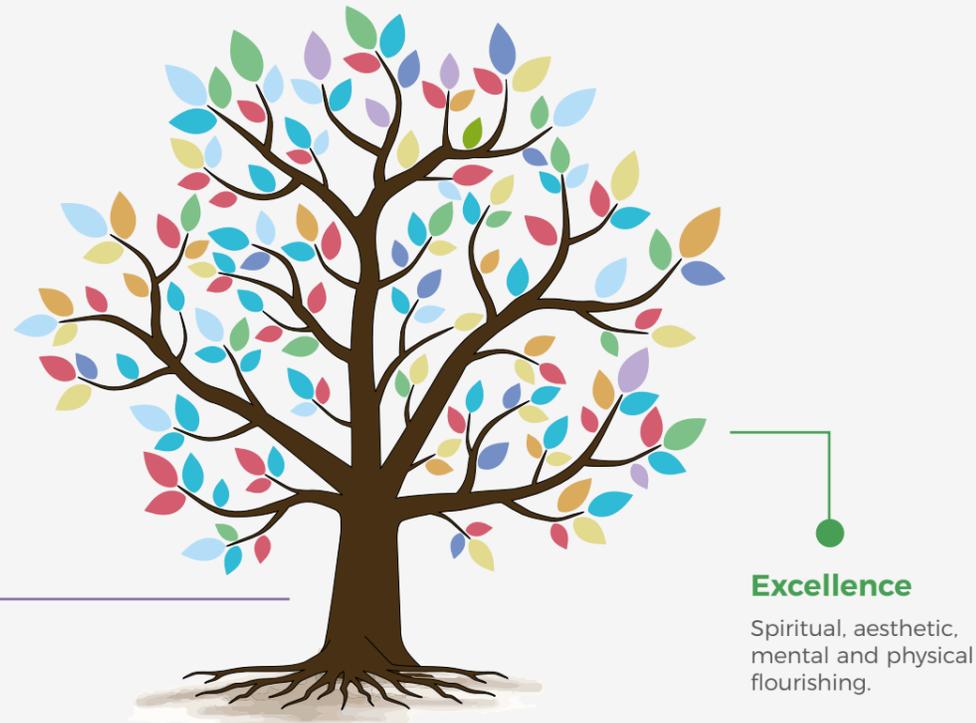
Excellence Rooted In Values

# Overview

This document provides an overview of the virtues which underpin the school's curriculum at Creative Science Schools. The virtues are integrative in nature, in that they help provide depth, context and real-life

application for students, rather than theoretical knowledge. Teachers are required to embody these values through their curriculum, nurturing morally guided students.

The Virtues tree helps articulate our commitment to nurturing students with strong foundations, upright character and spiritual excellence.



### Good Character

Nurturing individual and collective actions driven by a moral framework making the world a better and safer place to be.

### Faith Through Knowledge

A strong and coherent system of knowledge for children about themselves, the Creator, the universe and their place within it.

### Excellence

Spiritual, aesthetic, mental and physical flourishing.



- Scientific Enquiry
- Factual/ Reference History
- Psychology
- What influences us
- Cosmology/Teleology & Wonder



- Me & My Family
- My Contribution
- Institutions: Structures & Roles
- Reformatory History
- Human Geography



- Biographies
- Identity
- Heart
- Health & Well-being
- Expressions of the Universe

Within each of these principles, lies a number of themes which are elaborated in this booklet. This menu of themes provides the basis in which curriculum standards from the English National Curriculum/Ministry of Education/KHDA, as well as ready made plans with pre-defined topics, can be woven together to provide an education programme to develop the whole child. It also provides key

opportunities for the integration of cross curricular teaching, Emirati culture, Islamic values, innovation, learning skills and entrepreneurship.

The UAE's Moral Education Programme fully integrates into the school model, rather than being a stand-alone subject.



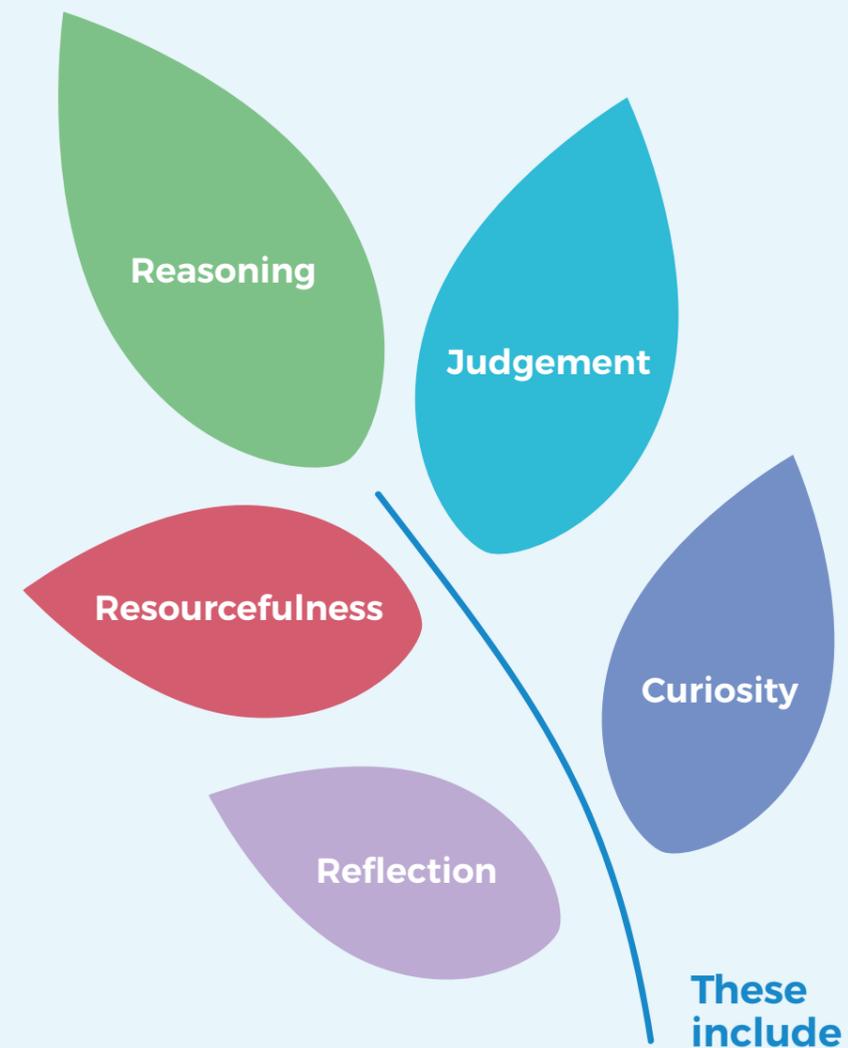
# Virtues that We Promote

🌿 Faith Through Knowledge

## Intellectual Virtues

1

These Virtues are necessary for students to have discernment, make informed decisions and to have the drive to pursue knowledge, truth and understanding.



# Ethical Virtues

2

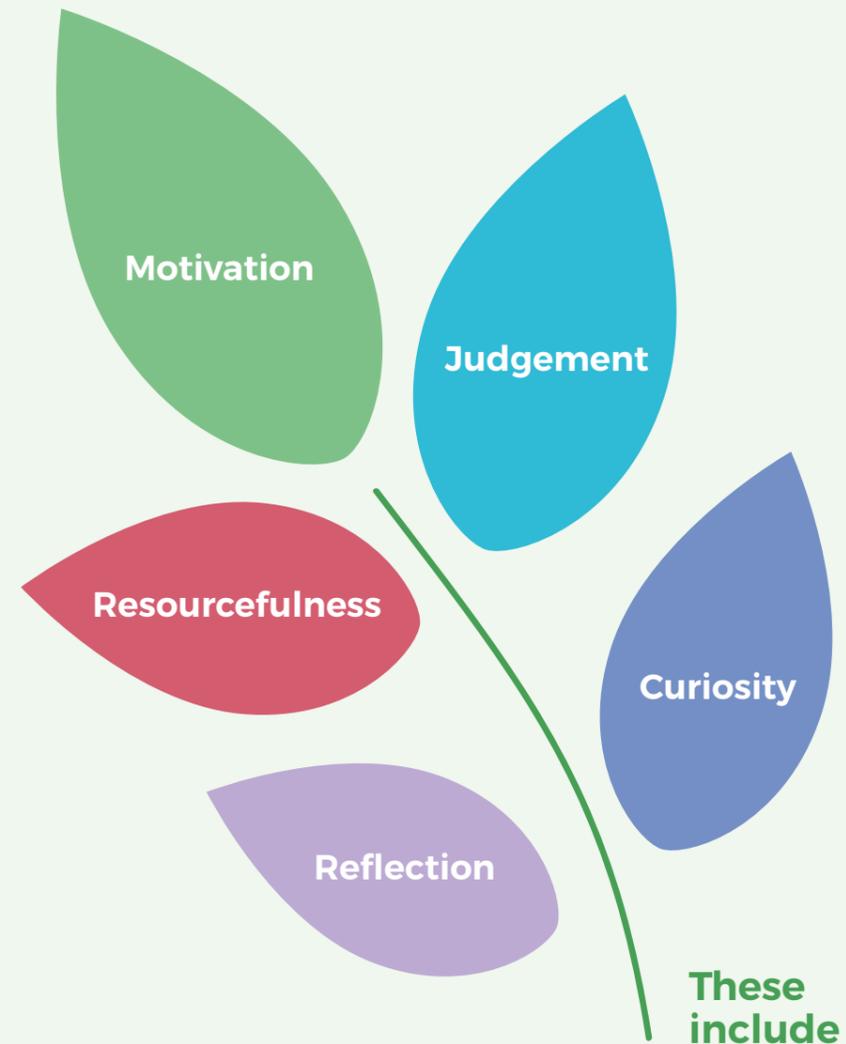
These virtues are necessary to enable students to empathise in situations that require ethical responses, and to ensure they are engaged as responsible citizens



# Aesthetic Virtues

3

Students with Aesthetic Virtues have deeper connections with the physical world, drawing out deeper connections and meanings, and linking their conduct and perception to their purpose in life.



# Faith Through Knowledge



In an education context, we believe that this should include anything which contributes to the expansion of knowledge that facilitates students' understanding of the modern and traditional world. It is perhaps better understood by referring to the Coherence Theory of Truth, which proposes that the truth of a belief of ours, is measured by the coherence with all of our other beliefs. We therefore need to provide children with information about the world which

helps them create a sound belief system, which is consistent and coherent with their religious, cultural and moral identities. It creates a strong belief system, but also a prism with which to understand the world, including future experiences and study. Knowledge Through Faith is the foundation of inquiry, passion and thirst for knowledge, and helping students ground their purpose; as positive contributors to our global village.



## Scientific Enquiry & Exploration

Carl Sagan once said “Science is a way of thinking much more than it is a body of knowledge.”

Science provides an objective tool to observe patterns in nature. We should help children to appreciate science as a discipline in encouraging investigation, experimentation with the conditions of validity, reliability and report writing as key features of the discipline. It is an investigatory subject to understand the laws that connect them to nature.



## Factual/ Reference History

“We are not makers of history. We are made by history.”  
Martin Luther King Jr

This is the first of three types history found in this curriculum. It provides children with facts about what has happened in history so that they begin to develop a story of how the world has developed or regressed over time. In specific, this should include coverage of ancient civilisations, Emirati culture, British History (not modern/local) and factual Islamic history e.g. various ancient empires that have existed. The aim is to begin chronological exploration of human existence.





## Psychology

“Man know thyself; then thou shalt know the Universe and God.” Pythagoras

Everybody should have the opportunity to understand the mind in order to better understand themselves. Having emotional intelligence equips leaders to be successful, but also helps young people to make life choices and to effectively make moral choices.

The theme helps students develop learning skills, a key priority in the UAE inspection framework. It does this in a profound manner by assisting students to develop an authentic connection to their metacognitive abilities, intuition and self-regulation. Promoting the school’s approach to Visible Learning links strongly to this theme.

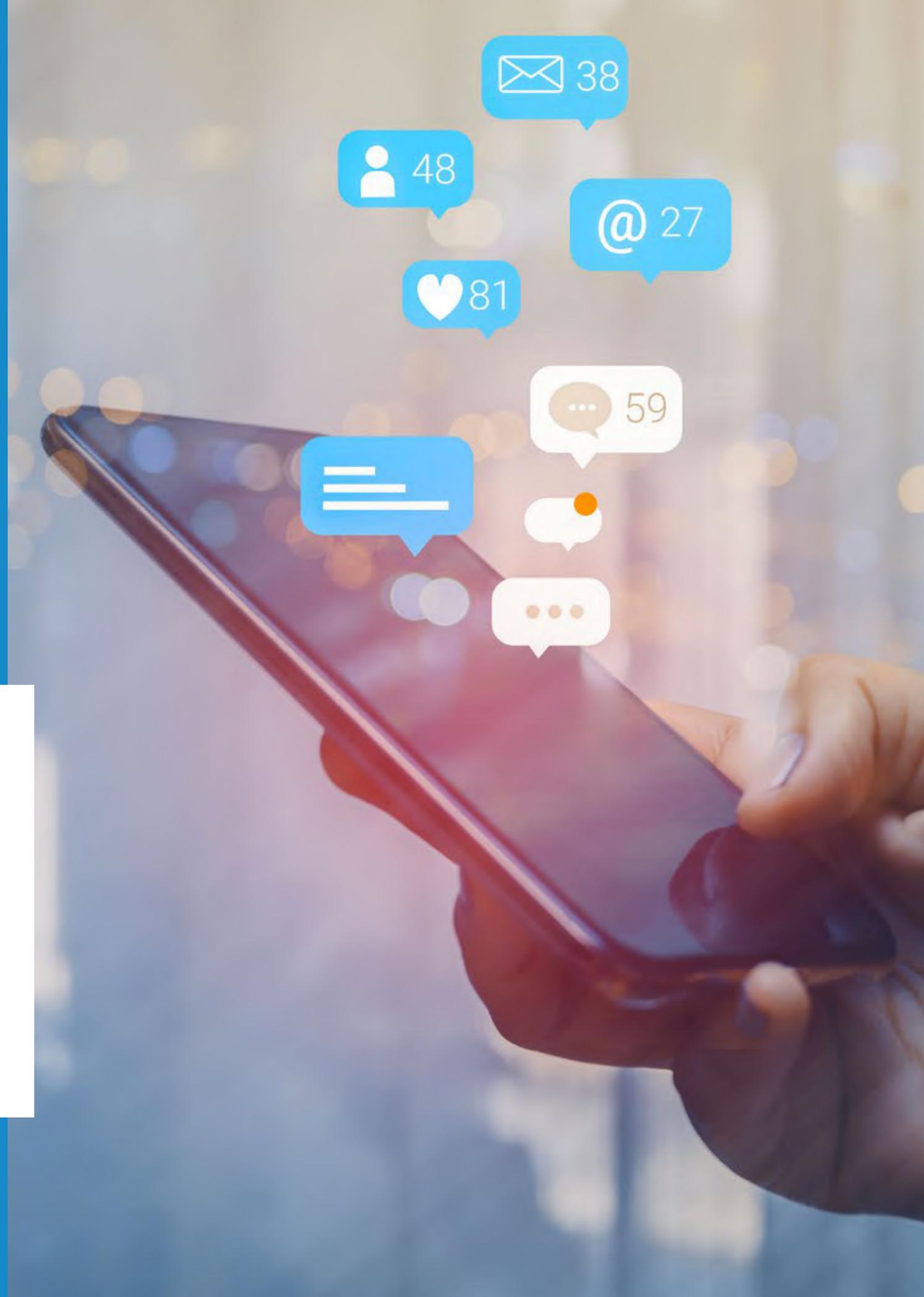


## What influences us?

“I fear the day that technology will surpass our human interaction...”(Albert Einstein)

In a rapidly changing world in which ideals of the family and community are rapidly changing, children ought to understand the influences that are impacting them. This might include cartoons on T.V, peer pressure, newspapers, music and and social media.

Children should be able to critically discuss and evaluate the influences that these structures have in society through the prism of their moral compass. Most importantly, they should be empowered to use the superior tools of human intellect to guide the use of technologies to innovate, improve lives, make efficiencies and enhance their learning experiences. With the same skills, they should be able to discount forces which seek to waste human time and potential.





## Cosmology/Teleology & Wonder

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# Good Character



Good Character is about positive action, this theme explores different facets of our lives which should be driven by our belief system to work with our families, societies, institutions and the rest of the world to make a positive contribution. It helps

celebrate lives of the past to create blueprints for the future for children who are driven to make social change when they see inequalities.



## Me & My Family

“Manners are of more importance than laws. Upon them, in a great measure, the laws depend.” (Edmund Burke)

This theme is focussed on the self and the family, encouraging comportment in the way children treat the immediate people and things around them. It should also include the development of Prophetic habits, such as brushing our teeth properly, walking in the house with the right foot, the etiquettes of the mosque, school, eating, drinking, sleeping, keeping our bedrooms clean etc. We should be encouraging the use of concepts such as honesty, bravery & integrity, so that children appreciate how their actions are linked to ideals of human behaviour.

Particular emphasis should be placed on how children should treat their parents and elders. This should include how they greet elders, even when they do not know them, by calling them by respectful names. Inanimate objects should also be given meaning, for example, students should respect pens and books as the sources of their seeking knowledge.



## My contribution

“We make a living by what we get, but we make a life by what we give.” Winston Churchill

Nurturing children with a sense of responsibility towards themselves and family, necessarily nurtures young adults who are socially responsible in their actions and community contributions.

In order to deliver this, teachers must make reference to issues that concern children and their environment as a social concern and help them articulate ways of solving these problems. For example, that our waste goes to unsustainable landfills might lead to an effective recycling project which might be resolved by using less disposable plastic bottles and using the community recycle bins more.

Children shouldn't be made to feel that they have to do a large-scale reform to make a difference. This is in line with Prophetic guidance, that even half a date or a smile is considered charity. Picking up one piece of litter is considered social reform as much as a large community driven exercise. The idea of sustainability should also be encouraged. So that helping a farmer by giving him seeds and tools is far better than providing vegetables which have already been grown.





## Institutions: Structures & Roles

**Structures:** Our children need to understand the how the society they living works. This includes who they should trust in society, e.g. those with uniforms, and what the roles of various institutions are e.g. medical institutes, police, fire service, library, political governance etc. As children grow into key stage 2 and beyond, they should appreciate their role in shaping these services, whether it is through consultative governance, participating, communicating, contributing their views. In key stage 3 and 4, it is anticipated that children are able to explore the judiciary system and the UAE in a globalized context

**Role:** Part of education must be to educate young people in what is expected of them in their various current roles e.g. being a daughter, son, sibling, student, scout etc but also preparing them for their future roles in being parents, leaders, volunteers, scholars, community contributors etc. The role of this part of the curriculum is to explore these roles so that children understand how they wear different hats in different situations and behave in a manner which is befitting to the role.



## Reformative History

“To communicate the truths of history is an act of hope for the future.” Daisaku Ikeda

This refers to historical events where a social ill in society was reformed either by an individual or group of people. The aim of this theme is to instill one of the objectives of history, which should be to encourage awe at the great reforms of the past by people who were driven to change the lives of others for the better. Stories of Prophets, the nation’s leaders, humanitarian workers and morally driven leaders would be good examples of these.





## Human Geography

Children need to appreciate the different environments that humans live in the world. This includes understanding the world's population according to various categories, e.g. language, ethnicity, location, continents etc. It is an opportunity for children to understand the difference between urban and rural living, and the lifestyle impacts. What facilities are available in cities that are not available in counties, but also what are the differences in quality of life in a less busy, polluted environment?

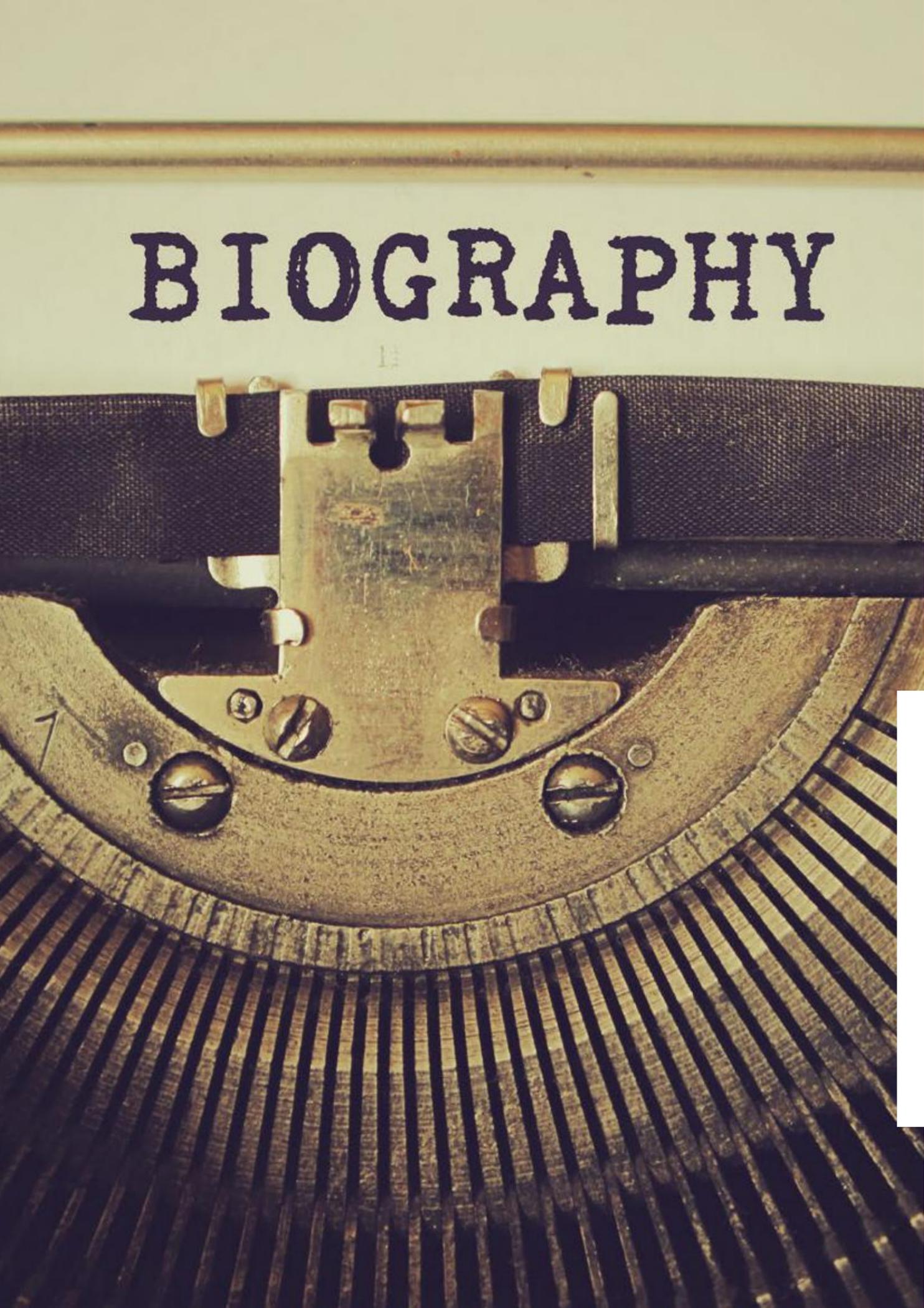
It is also an important opportunity to explore living conditions, encouraging children to reflect the privileged relative wealth that they have in comparison to the rest of the world. They should understand statistics and qualitative data on living conditions of those under the poverty line, the health epidemics faced and the lack of pure drinking water available. This is another reformative subject, so should involve practical projects where possible, projects to help address the issues raised.

# Excellence



Excellence is about perfecting spirituality, aesthetics, mental and physical well-being. Our school takes the approach that children should be taught to be genuine in their actions, for example, not to treat people well because they will do something for us in return. In this module we will learn about people of the past of all backgrounds who made changes to the world through their personal spiritual drive.

Children will celebrate their interesting pasts, the sacrifices that their families made, the wonderful cultures they have brought with them, and the amazing languages that they speak. They will learn to get to know themselves, and how to embed beautiful traits in their hearts to help perceive the world better, as well learning to look after their physical and mental health.



# BIOGRAPHY

## Biographies

“The history of the world is nothing but the biographies of great men”. (Thomas Carlyle)

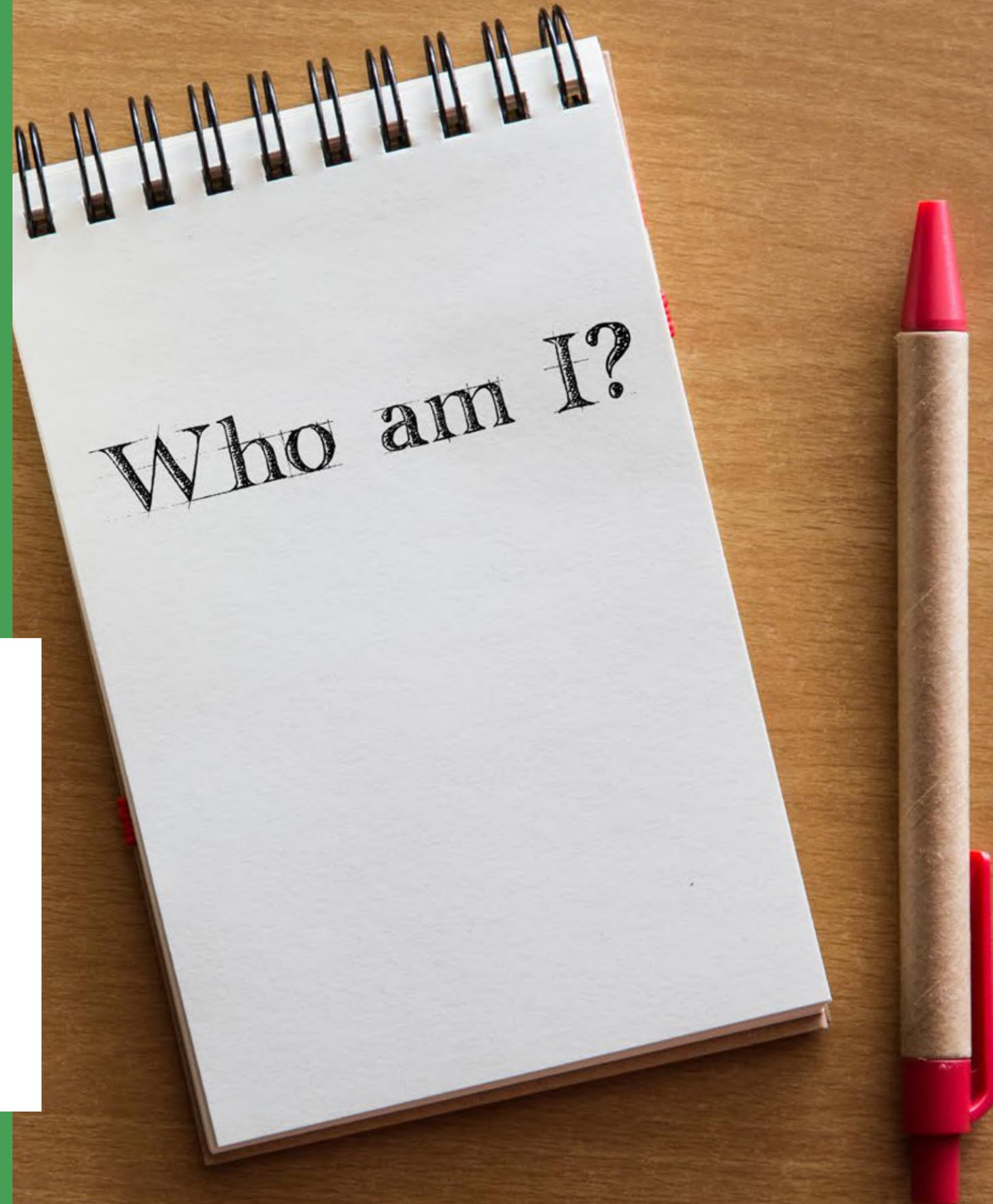
By getting close to the intimate lives that special people lived, we can fill awe, wonder and inspiration into young people. This should include Prophets of whom we have detailed biographical data about, Companions of the Prophet (saw), UAE leaders, historical figures in our communities and in the wider national, international and civic community. This looks particularly at moral uprightness, love of their family persistence for a cause and good character.

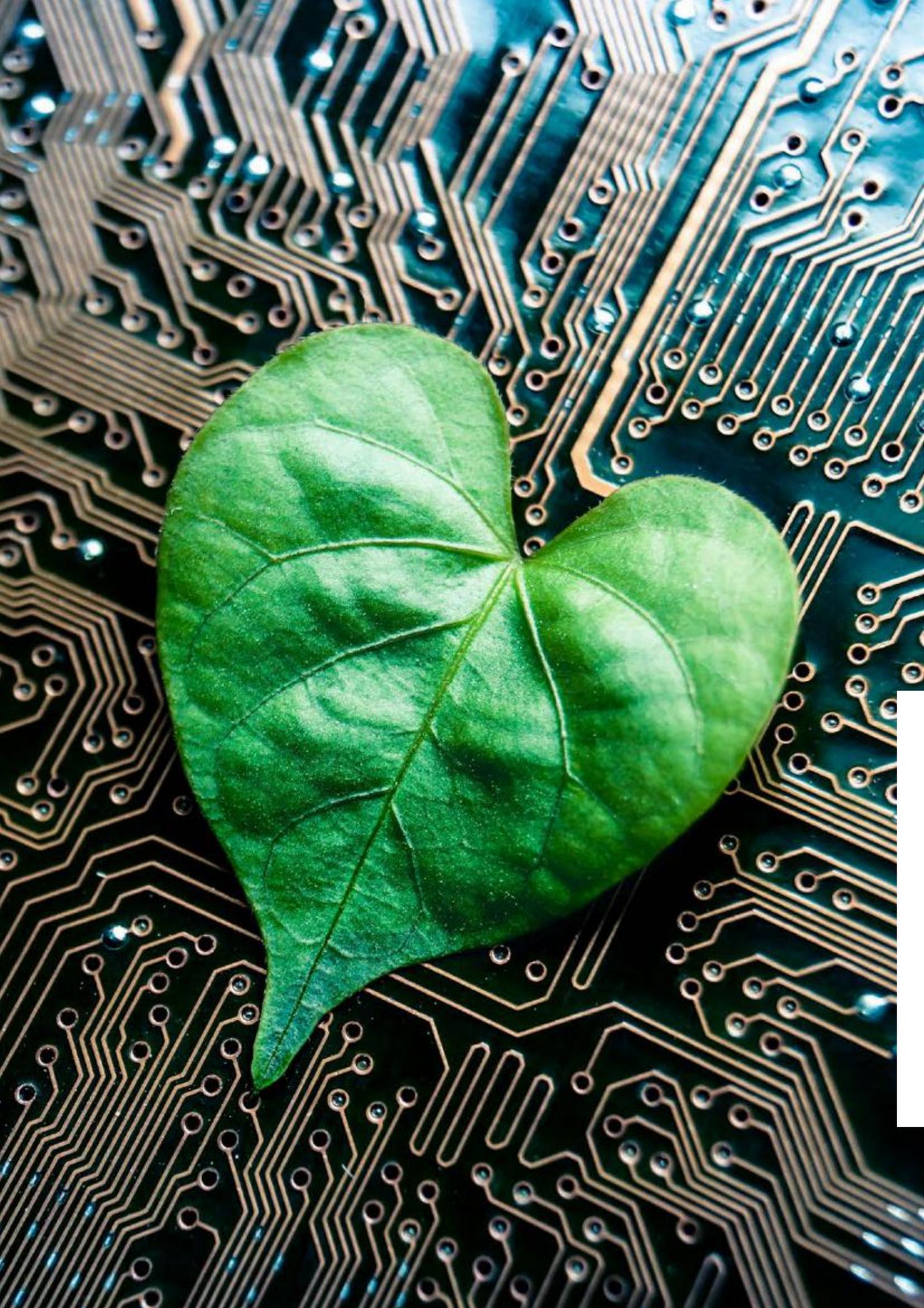


## Identity Building

One of the core duties of schools is to ensure that children have a strong identity to be able to function as citizens and as Muslims. The children at SCS schools have multi-faceted identities which they should have the opportunity to explore, this might be to do with their ethnic group or their country of origin. This theme should explore life in the UAE and a globalised world. It will also include topics traditionally covered in citizenship studies.

They should have an opportunity to understand their lineage, how they came to the UAE, the culture they share with others and the uniqueness of their own, that they contribute to the community.





## Heart

“Educating the mind without educating the heart is no education at all.” (Aristotle).

Purification of the Heart is a key theme in understanding human contentment and interaction. Children shouldn't be taught to regurgitate facts about faith, they should be taught how to perceive others in a non-judgemental fashion and respect everybody as a creation of God. This module helps to ensure that the behaviours we nurture our children to have are founded in spiritual connections. For example, they will learn not only that we should control our anger, but how we should do so, that this is a foul state of heart. Traits such as patience, clemency, honesty, integrity, deceit and other states of the heart will be explored in detail. This inherently links to SCS' approach to positive discipline.



## Health & Well-Being

“The happiness of any society begins with the well-being of the families that live in it” (Kofi Annan)

Health and well-being covers the fundamental advice that students need to be healthy young people. For example, we will cover personal hygiene, body and hormonal changes, substance misuse etc. However, the aim is to add a new dimension to this, which matures as children grow in the school. Much of this will be covered in Psychology and Heart, but also, we want to help prepare children who take responsibility for their health.

For example, to be aware that anti-biotics are straining society and will stop working, to learn how to control health through food and exercise benefiting from apps that help track food macros. Furthermore, providing critical studies of alternative medicines, their availability and regulation and purported benefits. For example, using cupping, homeopathy and essential oils as preventative options to existing models of symptom based medicine.





## Expressions of the Universe

“Art is the window to man’s soul. Without it, he would never be able to see beyond his immediate world; nor could the world see the man within.”  
(Claudia Johnson)

This theme brings together many of the other themes throughout the framework. It recognises that Art is an expression of the deepest of man’s thoughts, which words and rhetoric often cannot express. This means that students get to explore not just the skills of art promoted in the national curriculum, but also aesthetics through the prism of nature, faith and the development of the heart as a tool of perception. Teachers should use opportunities in the curriculum to reflect on beauty, whether in colour, in people, buildings, nature and man made things. Students should be encouraged to express how they feel through art, whether through singing, painting or poetry.



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