



GEMS Winchester School Dubai



WSD Ministry of Education Subjects Policy

Person Responsible: Assistant Principal (MOE Subjects)

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1. Purpose

This policy outlines the school's commitment to delivering the Ministry of Education (MoE) subjects' curriculum in full compliance with MoE requirements and national priorities, including the UAE Education 33 (E33) strategy. The curriculum aligns with the school's vision and mission and aims to develop students' knowledge, skills, and values by strengthening national identity, Islamic values, and Arabic language proficiency, while preparing learners to contribute positively as responsible and globally aware citizens.

The MoE subjects offered include Islamic Education, Arabic for Early Years, Islamic for Early Years, UAE SS for Early years, Arabic for Arabs, Arabic for Non-Arabs, Moral, Social and Cultural Studies (MSC), UAE Social Studies for Arabs, and Moral Education for Arabs.

At GEMS Winchester School Dubai (WSD), the MoE curriculum is designed with clear intent, coherent progression, and measurable impact on student outcomes. High-quality teaching and assessment promote engagement, critical thinking, effective communication, and responsible decision-making, while fostering tolerance, social responsibility, and a strong sense of national identity in line with the UAE's aspirations for sustainable development and lifelong learning.

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2. Aims

Islamic Education

The aim of Islamic Education curriculum is designed to develop students' understanding of Islam as a comprehensive way of life grounded in the Qur'an and the Sunnah, shaping their beliefs, values, and behaviour. The subject seeks to instill worship as the purpose of human existence, strengthen sound faith, and develop critical and reflective thinking in religious matters.

It aims to nurture strong moral character, good manners, and balanced personalities through an understanding of Islamic law, its objectives, and its wisdom. By studying the life of the Prophet ﷺ and exemplary figures from Islamic history, students are encouraged to adopt positive role models, respect human diversity, care for the environment, and develop a strong sense of responsibility and belonging as active members of their society and the wider world.

Arabic as First Language

The Arabic as First Language curriculum in the UAE Ministry of Education is designed to develop learners' proficiency in listening, speaking, reading and writing, while fostering a deep appreciation of Arabic language, literature and cultural heritage. It aims to strengthen linguistic competence and communication skills through the study of texts, vocabulary development, grammar and expression.

The curriculum encourages critical thinking, comprehension, creativity and the ability to interpret and respond to a variety of genres. In addition, it promotes cultural identity, ethical values and an understanding of the role of Arabic in society, supporting learners to communicate effectively and confidently in diverse contexts.

Arabic as Second Language

The Arabic B curriculum in the UAE Ministry of Education is designed to develop learners' competence and confidence in using Arabic as an additional language across listening, speaking, reading and writing. It focuses

on building practical communication skills, expanding vocabulary, and understanding essential grammatical structures through meaningful, real-world contexts.

The curriculum encourages learners to engage with a variety of texts and media, fostering comprehension, critical thinking and expression. Furthermore, it promotes cultural awareness and appreciation of Arab heritage, supporting learners to interact respectfully and effectively within diverse linguistic and cultural settings.

UAE Social Studies for Arabs

Social Studies for Arabs curriculum provides a systematic and in-depth study of information, skills, and concepts across the disciplines of history, geography, political science, economics, anthropology, psychology, law, archaeology, and social studies. These disciplines focus on the links and relationships that connect different peoples and nations, the relationship between science, technology, and society, and how to practice responsible citizenship.

In addition, social studies help young people develop the knowledge and diverse skills necessary to make sound decisions as active members of a culturally diverse society within an interconnected and interdependent world

Moral Education for Arabs

The Moral Education Programme is based on four interconnected pillars—Character and Morality, Individual and Community, Civic Studies, and Cultural Studies—which together develop learners’ moral understanding, critical thinking, creativity, and ability to work collaboratively through reflection, leadership, and responsible decision-making.

Moral, Social, and Cultural studies

The Moral, Social Cultural Studies Curriculum Framework for Non-Arabs is taught in English and is organised into 3 domains. The purpose of teaching this subject is to develop students’ moral, social, and cultural domains by building strong character and ethical values, enhancing understanding of society and shared humanity, and fostering awareness of the UAE’s heritage, governance, and civic responsibilities, enabling students to become responsible and active members of society.

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3. Learning & Teaching

The MoE subjects in EYFs

In the Early Years, the curriculum follows the official Ministry of Education frameworks for Arabic, Islamic Education, and Social Studies, providing clear standards, age-appropriate learning outcomes, and guidance for teachers on the knowledge and skills children are expected to acquire. Both Arabic A and Arabic B are delivered from the earliest stages, ensuring that children develop foundational language skills alongside an understanding of cultural and national values.

The curriculum is carefully designed to prepare children for the primary Arabic curriculum by building early literacy, oral communication, and comprehension skills. It supports children in expressing themselves confidently in Arabic, understanding basic Islamic and social concepts, and developing curiosity about the world around them.

Additionally, the Early Years curriculum adds value through active, engaging learning experiences that promote critical thinking, problem-solving, and social development, establishing a solid foundation in both language and understanding of the local culture.

The Islamic Education

Islamic Education is a core subject in the UAE Ministry of Education curriculum for all Muslim students, delivered in accordance with the Ministry's approved framework and textbooks. Instruction is provided in Arabic for students holding an Arab passport and in English for students with a non-Arab passport. The programme develops understanding of:

- Divine revelation (including Qur'anic studies and Hadith)
- The biography of the Prophet Muhammad (PBUH)
- Islamic creed (Aqidah)
- Islamic ruling
- Islamic values
- Identity and contemporary issues

Together, these domains provide balanced engagement with the sources of Islam, promote the application of ethical and moral principles in daily life, and foster spiritual, social, and cultural awareness in line with national values and expectations.

The Arabic for Arab Students

The Arabic A curriculum, as outlined by the UAE Ministry of Education, is a core subject for all students holding an Arab passport. It is delivered using the Ministry's approved textbooks and national curriculum framework to guide teaching and learning. The programme is designed to develop learners' proficiency in the four core language skills—listening, speaking, reading, and writing—alongside grammar, advanced language structures, and literary appreciation.

Students engage with a variety of texts and language forms to strengthen communicative competence, deepen their understanding of Arabic language conventions, and cultivate cultural awareness rooted in Arab heritage. The curriculum also emphasises critical thinking, expressive skills, comprehension, and the application of language in meaningful contexts, in line with national language standards.

Arabic for Non-Arab Students

The Arabic for Non-Arabs curriculum is delivered according to the student's year of study, with the primary resource being the Ministry of Education textbook. The programme focuses on developing the four core language skills as defined by the Ministry of Education framework:

- Listening
- Speaking
- Reading
- Writing

The **Moral, Social, and Cultural Studies (MSCs)** programme for **non-Arab students** focuses on ten key domains as outlined by the Ministry of Education (MoE):

- Character and Morality
- The Individual and the Community
- History
- Geography
- Sociology
- Economics
- Information Literacy
- Information Processing
- Heritage
- Civics

The **Moral Education programme for Arab students** is structured around four core pillars of teaching and learning:

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

Meanwhile, the **UAE Social Studies curriculum for Arab students** encompass six main domains as specified in the MoE framework:

- History
- Geography
- National Education
- Economics
- Psychology
- Sociology

At GEMS Winchester School Dubai (WSD), the above curriculum content areas will be taught through a stand-alone and integrated approach, with a combination of Homeroom and specialist teachers teaching MSCs, Moral Education for Arabs, and UAE Social Studies for Arabs.

To support the teaching of these subjects, a variety of resources will be used, such as MoE-approved textbooks, videos, guest speakers and trips to local museums and galleries. WSD also hosts several whole-school events to raise the profile of UAE heritage and culture, such as UAE Flag Day, UAE National Day, and international day, among others.

The tables below show the time allocation from FS2 to Year 13

Primary School							
Key Stage/Year Group	Key Stage 1		5 × 40 min Arabic + 2 × 60 min Islamic + integration time				
	Key Stage 2						
	Year 2	Year 3	Year 4	Year 5	Year 6		
Islamic Education	2x60						
Arabic for Arabs	4x60						
Arabic for non-Arabs	4x60						
MSC	2 × 40 minutes						
Moral Education for Arabs	1 × 40-minutes						
UAE Social Studies for Arabs	1 × 40 minutes						
Secondary School							
Key Stage/Year Group	Key Stage 3			Key Stage 4		Key Stage 5	
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Islamic Education	2x45						
Arabic for Arabs	4x45						
Arabic for non-Arabs	5x55				N/A		
MSC	1 x 45 minutes				Optional		
Moral Education for Arabs	1 x 45 minutes				Integrated with Arabic for Arabs		
UAE Social Studies for Arabs	1 x 45 minutes				Optional		

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Arabic Assessments in Early Years

Assessments in the Early Years are fully aligned with the (EYFs) overall assessment system, consistent with practices across all FS2 subjects. A formative tool, the Objectives Tracker, is used across subjects, including Arabic and Islamic, to monitor ongoing learning and development. In FS2, each unit is accompanied by a rubric to monitor students' progress in Arabic, using the descriptors Emerging, Developing, On Track, and Exceeding, along with a numeric scale from 1 to 8, aligned with the Foundation Stage assessment framework and MOE performance levels.

In Year 1, students undertake summative assessments at the end of each term, with their progress and attainment carefully tracked. Students' learning journeys are systematically documented in their books throughout FS2 and Year 1, providing a clear record of progress, achievements, and areas for development, ensuring assessments are meaningful, consistent, and supportive of every child's growth. EYFs teacher's observation book is used weekly also to mentor closely individual student's progress according to the curriculum outcomes.

Islamic Education Assessment from Y2 to Y13

Internal

Students are assessed through both formative and summative methods. Class and subject teachers evaluate learners against the objectives outlined in the curriculum, identifying areas of strength and areas for development. Assessments use a 1–9 grading system aligned with Ministry of Education exam requirements and boundaries. Parents receive a termly summary report highlighting their child's performance, outcomes, and targets for improvement.

External

A benchmark assessment is administered to all Muslim students from Year 4 to Year 10 twice a year, with Cycle 1 serving as a baseline and Cycle 2 used to measure progress.

Arabic for Arabs Assessment from Y2 to Y13

Internal

Students are assessed through both formative and summative methods. Class and subject teachers evaluate learners against the objectives outlined in the curriculum, identifying areas of strength and areas for development. Assessments use a 1–9 grading system aligned with Ministry of Education exam requirements and boundaries. Parents receive a termly summary report highlighting their child's performance, outcomes, and targets for improvement.

External

A benchmark assessment is administered to all Arab students from Year 4 to Year 10 twice a year, with Cycle 1 serving as a baseline and Cycle 2 used to measure progress.

Arabic for Arabs Assessment from Y2 to Y13

Internal

Students are assessed through both formative and summative methods. Class and subject teachers evaluate learners against the objectives outlined in the curriculum, identifying areas of strength and areas for development. Assessments use a 1–9 grading system aligned with Ministry of Education exam requirements and boundaries. Parents receive a termly summary report highlighting their child's performance, outcomes, and targets for improvement.

External

A benchmark assessment is administered to all non-Arab students from Year 4 to Year 10 twice a year, with Cycle 1 serving as a baseline and Cycle 2 used to measure progress.

(MSC) Assessment in Primary

A formative tracking system is used to track students' progress. Students are assessed against a rubric throughout each unit of work and will contribute to their final grade, which ranges from of 1 to 9, based on WSD's internal grading policy. The following rubric will be used to assess students on a weekly basis and at the end of the unit.

Working Towards (1-3)	Working At (4-5)	Working Above (6-7)	Mastery (8-9)
<i>Project outcomes, tasks and performances are demonstrating the following level of Information literacy and processing skills.</i>			
<p>Reads the text, with support and can, with support, explain some of the main issues in that text.</p> <p>Can express a basic point of view.</p> <p>Can explain, in simple terms, the reasons why something has happened.</p> <p>Can suggest 1 or 2 ways to improve the situation, with support from the teacher</p> <p>Presents their information</p> <p><u>Application of Knowledge and Understanding</u></p> <p>Limited understanding of how the knowledge applies, shown by simple undeveloped comment about MSCS concepts being learned.</p>	<p>Reads longer texts, discusses and analyses a range of information from different points of view.</p> <p>Can compare situations and, with greater independence, can explain the main issues although these are not always well thought-out.</p> <p>Makes suggestions on how to improve a situation or to problem solve. May require some support to formulate these.</p> <p>Can write simple conclusions based on an issue with some reference to the source texts</p> <p>Evaluates, with some depth, one main source of information and makes points based on that text</p> <p>Gives a personal point of view and can defend that in a discussion (with support)</p> <p>Limited knowledge is shown of citizenship concepts, terms and issues relevant to the question (environment, governance).</p> <p><u>Application of Knowledge and Understanding</u></p> <p>Some understanding of how the knowledge applies, shown by simple undeveloped comment about MSCS concepts being learned.</p>	<p>Reads, and uses points, from more than one information source</p> <p>Can identify different perspectives/points of view around a topic and give reasons for that point of view independently</p> <p>Analyses in some depth the causes and consequences of relevant issues and makes appropriate and well thought-out comparisons.</p> <p>Can suggest how situations can be improved, using information sources provided to justify their point of view</p> <p>Evaluates sources of information, making two appropriate and developed points of evaluation.</p> <p>Justifies personal perspective(s) using some evidence and reasoning.</p> <p>Some knowledge is shown of citizenship concepts, terms and issues relevant to the question (environment, governance).</p> <p><u>Application of Knowledge and Understanding</u></p> <p>Sound understanding of how the knowledge applies, shown by simple undeveloped comment about the MSCS concepts.</p>	<p>Reads and analyses a range of relevant information from different points of view</p> <p>Uses a wider range of information to identify causes and consequences of relevant issues</p> <p>Able to compare and explain similarities and differences between points of view based on information sources</p> <p>Explains their course of action to improve a situation, taking into account the most relevant issues and points of view</p> <p>Draw conclusion that are balanced and take into account the points of view and most relevant facts</p> <p>Evaluates sources of information, making three or more appropriate and developed points of evaluation.</p> <p>Justifies personal points of view using full evidence and reasoning.</p> <p>Sustained knowledge is shown of citizenship concepts, terms and issues relevant to the question (environment, governance).</p> <p><u>Application of Knowledge and Understanding</u></p> <p>Effective and sustained application of knowledge, showing good understanding of the MSCS concepts.</p>

(MSC) Assessment in Secondary

From Year 7 onwards, there will be a half-termly project covering learning content of the units. These are assessed using marking schemes suitable to the nature, aims and skill focus of the project. These projects will be part of their final grading of 1-9, based on WSD's internal grading policy.

The table below outlines the guidelines given to determine a student's grade based on their cumulative work for the term:

Working Towards (1-3)	Working At (4-5)	Working Above (6-7)	Mastery (8-9)
<i>Project outcomes, tasks and performances are demonstrating the following level of Information literacy and processing skills.</i>			
<p>Researches and analyses information from different perspectives.</p> <p>Analyses some of the causes and/or consequences of relevant issues and sometimes makes appropriate comparisons, one or two of which are well thought-out.</p> <p>Proposes relevant course(s) of action, with some attempt at drawing conclusions some of which are appropriate.</p> <p>Evaluates at least one source of information, making one or more basic point(s) of evaluation.</p> <p>Presents some relevant information.</p> <p><u>Application of Knowledge and Understanding</u></p> <p>Limited understanding of how the knowledge applies, shown by simple undeveloped comment about MSCS concepts being learned.</p>	<p>Researches and analyses a range of information from different perspectives.</p> <p>Analyses the causes and consequences of relevant issues and makes appropriate comparisons although these are not always well thought-out.</p> <p>Proposes relevant but not always developed course(s) of action, drawing conclusions which are appropriate but some of which may not be adequately supported.</p> <p>Evaluates at least one source of information, making one appropriate and developed point of evaluation.</p> <p>Justifies personal perspective(s) using some evidence or reasoning.</p> <p>Limited knowledge is shown of citizenship concepts, terms and issues relevant to the question (environment, governance).</p> <p><u>Application of Knowledge and Understanding</u></p> <p>Some understanding of how the knowledge applies, shown by simple undeveloped comment about MSCS concepts being learned.</p>	<p>Researches and analyses an appropriate range of relevant information from different perspectives.</p> <p>Analyses in some depth the causes and consequences of relevant issues and makes appropriate and well thought-out comparisons.</p> <p>Proposes developed and relevant course(s) of action, drawing clear and supported conclusions.</p> <p>Evaluates sources of information, making two appropriate and developed points of evaluation.</p> <p>Justifies personal perspective(s) using some evidence and reasoning.</p> <p>Some knowledge is shown of citizenship concepts, terms and issues relevant to the question (environment, governance).</p> <p><u>Application of Knowledge and Understanding</u></p> <p>Sound understanding of how the knowledge applies, shown by simple undeveloped comment about the MSCS concepts.</p>	<p>Researches and analyses a balanced range of relevant information from different perspectives.</p> <p>Analyses in depth the causes and consequences of relevant issues and makes pertinent, well thought-out and successful comparisons.</p> <p>Proposes well-developed and relevant course(s) of action, drawing clear and fully supported conclusions.</p> <p>Evaluates sources of information, making three or more appropriate and developed points of evaluation.</p> <p>Justifies personal perspective(s) using full evidence and reasoning.</p> <p>Sustained knowledge is shown of citizenship concepts, terms and issues relevant to the question (environment, governance).</p> <p><u>Application of Knowledge and Understanding</u></p> <p>Effective and sustained application of knowledge, showing good understanding of the MSCS concepts.</p>

Moral Education Assessment for Arabs from Y2 to Y13

The assessment of Moral Education is based on three key components: **formative assessments**, which measure students' understanding and application of moral concepts through ongoing class activities and reflections; the **behavioural assessment tool**, which evaluates students' attitudes, values, and social conduct within the school community; and the **community action project (CAP)**, which allows students from Year 5 to Year 13 to demonstrate moral values through real-life community engagement. Together, these components provide a balanced approach that assesses knowledge, behaviour, and active citizenship

MEP Assessment Framework G5/Y6 Example:

Term 1		Term 2		Term 3	
CM9	IC9	CIS1		CM10	IC10
Cognitive and emotional empathy	Taking responsibility	Settlement, family and kinship in the UAE		Moral character, virtue, ethics	Ethics in sport and leisure
formative	formative	formative	formative	formative	formative
Behavioural Assessment Tool (BAT)					
Goals		Progress		Final	
Community Action Project (CAP) Completed within the academic year					

UAE Social Studies Assessment for Arabs from Y2 to Y10

Working Towards (1-3)	Working At (4-5)	Working Above (6-7)	Mastery (8-9)
<i>Project outcomes, tasks and performances are demonstrating the following level of Information literacy and processing skills.</i>			
<p>Identify key events, incidents, personalities, and places from the past.</p> <p>Recognise geographical relationships within familiar environments, such as rooms in the home or areas in the kindergarten.</p> <p>Participate in activities that reflect responsibility for maintaining personal and public belongings.</p> <p>Analyse the factors that have contributed to economic growth in the UAE.</p> <p><u>Application of Knowledge and Understanding</u></p> <p>Limited understanding of how the knowledge applies, shown by simple undeveloped comment about UAE Ss concepts being learned.</p>	<p>Connect stories and events from the past to understand how people's lifestyles in the old UAE community have evolved over time.</p> <p>Identify the location of their city and key geographical landmarks such as lakes and neighboring cities.</p> <p>Explain the key elements of the Emirati national identity, including national documents that define and represent it.</p> <p>Analyse the impact of natural and human resources on economic activities within the UAE.</p> <p><u>Application of Knowledge and Understanding</u></p> <p>Some understanding of how the knowledge applies, is shown by simple undeveloped comment about UAE Ss concepts being learned.</p>	<p>Explain the modern and contemporary history of the Arabian Gulf.</p> <p>Identify and describe the physical and human characteristics of the UAE.</p> <p>Explain the key economic sources and activities of the UAE population.</p> <p>Present the biographies of the leading Sheikhs of Dubai and their contributions to the formation of the Union.</p> <p>Engage in social studies dialogues by presenting ideas, claims, and findings clearly and effectively.</p> <p><u>Application of Knowledge and Understanding</u></p> <p>Sound understanding of how the knowledge applies, shown by simple undeveloped comment about the UAE Ss concepts.</p>	<p>Demonstrate understanding of how significant figures, events, and developments have influenced and shaped communities in the region across different eras and locations.</p> <p>Apply knowledge of the Earth, its properties, and their relationship to human activities and interactions.</p> <p>Explain the foundations, various forms, and responsibilities of government, as well as the roles of society members.</p> <p>Analyse economic principles and systems, including market operations and the government's role in national and global economic development.</p> <p><u>Application of Knowledge and Understanding</u></p> <p>Effective and sustained application of knowledge, showing good understanding of the UAE Ss concepts.</p>

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5. Roles & Responsibilities

The following roles and responsibilities are assigned to different members of the school community:

- **Senior Leadership Team:** Oversees the implementation and evaluation of the curriculum
- **MoE subjects HoDs:** Manages the day-to-day operations of the curriculum
- **Teachers:** Deliver the MoE curriculums and assess student progress
- **Students:** Actively participate in MoE Subjects learning activities
- **Parents:** Support their child's learning and collaborate with the school to ensure success

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