

GEMS Winchester School Dubai



WSD Moral Education, UAE Social Studies & Moral, Social & Cultural Studies Policy

Person Responsible: Executive Head of Primary & Secondary and Assistant Principal (MOE Subjects)

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Contents

- 1. Purpose
- 2. Aims
- 3. Learning & Teaching
- 4. Assessment
- 5. Roles & Responsibilities

1. Purpose

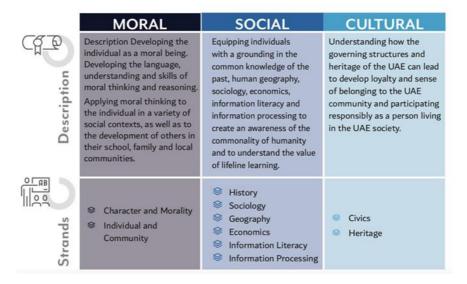
The purpose of this policy is to outline the school's commitment to providing a comprehensive Moral, Social, and Cultural Studies (MSC) curriculum that aligns with the Ministry of Education (MoE) guidelines and the school's vision and mission. The MSCS program aims to develop students into responsible, informed, and engaged global citizens who appreciate and respect diverse cultures and perspectives.

At GEMS Winchester School Dubai (WSD), the MSCs curriculum aims to prepare students for the ever-rapid changes in the social fabric as well as deepening students' understanding of social, political and economic systems; improving their comprehension of local and world history; enabling them to analyse relationships between humans and their natural environment and facilitate the development of a strong appreciation and importance of relating past people, event and civilizations to present and future challenges. WSD aims to develop students who exhibit the knowledge, skills, attitudes and behaviours required to make sense of the world around them, enabling them to be responsible global citizens.

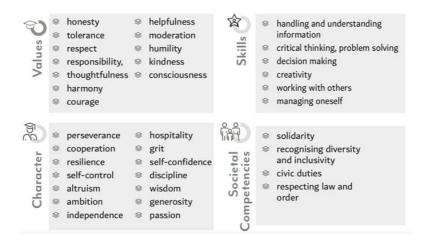
Click here to return to the Contents page

2. Aims

The Moral, Social Cultural Studies Curriculum Framework for Non-Arabs is taught in English and is organised into 3 domains outlined below:



In each domain, the following values, skills, character traits, and social competencies are also developed:



For Arab students and Emiratis, the Moral Education and UAE Social studies are two standalone subjects and are taught in Arabic language.

Click here to return to the Contents page

3. Learning & Teaching

The Moral, Social, and Cultural Studies (MSCs) program 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 program 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 standalone 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 Years 2 to 13:

Primary School						
Key Stage/Year	Key Stage 1	Key Stage 2				
Group	Year 2	Year 3	Year 4	Year 5	Year 6	
MSC for non- Arabs	2 × 40 minutes					
Moral Education for Arabs	1 × 40-minutes					
UAE Social Studies for Arabs	1 × 40 minutes					

Secondary School								
Key Stage/Year	Key Stage 3			Key S	Key Stage 4		Key Stage 5	
Group	Year 7 Year 8 Year 9 Y			Year 10	Year 11	Year 12	Year 13	
MSC for non- Arabs	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				

Click here to return to the Contents page

4. Assessment

Moral, Social and Cultural studies, Moral Education, and UAE social studies will be assessed using both formative and summative methods. Class and subject teachers will make assessments against the objectives outlined in the curriculum books, enabling them to identify areas of strength and areas for development. Parents will also receive a termly summary report with reference to the subjects' outcomes and targets for improvement.

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

about MSCS concepts being

learned.

simple undeveloped comment

about the MSCS concepts.

Effective and sustained

application of knowledge, showing good understanding of the MSCS concepts.

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

Moral Education 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	Taking	Settlement, family and kinship in		Moral	Ethics in sport
emotional	responsibility	the UAE		character,	and leisure
empathy				virtue, ethics	
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 for Arabs from Y2 to Y10

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

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.
- MSCS Coordinator: Manages the day-to-day operations of the MSCs program.
- Teachers: Deliver the MSCs, Moral Ed, and UAE Ss curriculums and assess student progress.
- Students: Actively participate in MSCs, Moral Ed, and UAE Ss learning activities.
- Parents: Support their child's MSCs, Moral Ed, and UAE Ss learning and collaborate with the school to ensure success.

By implementing this MSCS policy, WSD is committed to providing students with a strong foundation in moral, social, and cultural understanding, preparing them to become responsible and engaged citizens in a globalized world.

<u>Click here to return to the Contents page</u>