



## 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)

**Approved by ELT:** August 2025

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## 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.

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## 2. Aims

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

|                                                                                                        | MORAL                                                                                                                                                                                                                                                                                                        | SOCIAL                                                                                                                                                                                                                                                                     | CULTURAL                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <b>Description</b> | Description Developing the individual as a moral being. Developing the language, understanding and skills of moral thinking and reasoning. Applying moral thinking to the individual in a variety of social contexts, as well as to the development of others in their school, family and local communities. | Equipping individuals with a grounding in the common knowledge of the past, human geography, sociology, economics, information literacy and information processing to create an awareness of the commonality of humanity and to understand the value of lifetime learning. | Understanding how the governing structures and heritage of the UAE can lead to develop loyalty and sense of belonging to the UAE community and participating responsibly as a person living in the UAE society. |
|  <b>Strands</b>     | <ul style="list-style-type: none"><li>Character and Morality</li><li>Individual and Community</li></ul>                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>History</li><li>Sociology</li><li>Geography</li><li>Economics</li><li>Information Literacy</li><li>Information Processing</li></ul>                                                                                                  | <ul style="list-style-type: none"><li>Civics</li><li>Heritage</li></ul>                                                                                                                                         |

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

|                                                                                                      |                                                                                                                                                                                 |                                                                                                                  |                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <b>Values</b>    | <ul style="list-style-type: none"><li>honesty</li><li>tolerance</li><li>respect</li><li>responsibility</li><li>thoughtfulness</li><li>harmony</li><li>courage</li></ul>         |  <b>Skills</b>                | <ul style="list-style-type: none"><li>handling and understanding information</li><li>critical thinking, problem solving</li><li>decision making</li><li>creativity</li><li>working with others</li><li>managing oneself</li></ul> |
|  <b>Character</b> | <ul style="list-style-type: none"><li>perseverance</li><li>cooperation</li><li>resilience</li><li>self-control</li><li>altruism</li><li>ambition</li><li>independence</li></ul> |  <b>Societal Competencies</b> | <ul style="list-style-type: none"><li>solidarity</li><li>recognising diversity and inclusivity</li><li>civic duties</li><li>respecting law and order</li></ul>                                                                    |
|                                                                                                      | <ul style="list-style-type: none"><li>helpfulness</li><li>moderation</li><li>humility</li><li>kindness</li><li>consciousness</li></ul>                                          |                                                                                                                  |                                                                                                                                                                                                                                   |

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

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### 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 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 Years 2 to 13:

| Primary School               |                |             |        |        |        |
|------------------------------|----------------|-------------|--------|--------|--------|
| Key Stage/Year Group         | Key Stage 1    | Key Stage 2 |        |        |        |
|                              | 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 Group         | Key Stage 3    |        |        | Key Stage 4 |                                  | Key Stage 5 |         |
|                              | Year 7         | Year 8 | Year 9 | 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                         |             |         |

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## 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 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> |

## 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 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)<br>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)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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> |

## 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.

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