



GEMS Winchester School Dubai



WSD Moral, Social & Cultural Studies Policy

Person Responsible: Head of Primary, Head of Secondary

Approved by ELT: August 2024

Date of Next Review: June 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 is organised into 3 domains outlined below:

	MORAL	SOCIAL	CULTURAL
Description	<p>Description Developing the individual as a moral being. Developing the language, understanding and skills of moral thinking and reasoning.</p> <p>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.</p>	<p>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.</p>	<p>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.</p>
Strands	<ul style="list-style-type: none"> Character and Morality Individual and Community 	<ul style="list-style-type: none"> History Sociology Geography Economics Information Literacy Information Processing 	<ul style="list-style-type: none"> Civics Heritage

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

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

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3. Learning & Teaching

Moral, Social and Cultural studies (MSCs) will focus on three domains as stipulated in the MOE documents, namely:

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

At GEMS Winchester School Dubai (WSD) the above curriculum content areas will be taught through a stand-alone and integrated approach, with specialist teachers teaching MSCs from Years 5 to 13. To support the teaching of MSCs, 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 etc.

The tables below shows the time allocation for MSCs 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
Time Allocation Requirement	80 minutes per week (2 x 40-minute lessons)				

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
Time Allocation Requirement	80 minutes per week				40 minutes per week		
MSC Lessons	1 x 55 minutes				1 x 55 minutes		
MSC Integrated into Extended Learning	1 x 55 minutes				1 x 55 minutes		
Form Time	1 x 15 minutes				1 x 15 minutes		

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4. Assessment

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

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 be part of their final grading of 1-9, based on WSD's internal grading policy. The following rubric will be used to level the students on a weekly basis and with and end of unit assessment.

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>

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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 MSCS curriculum.
- **MSCS Coordinator:** Manages the day-to-day operations of the MSCS program.
- **Teachers:** Deliver the MSCS curriculum and assess student progress.
- **Students:** Actively participate in MSCS learning activities.
- **Parents:** Support their child's MSCS learning and collaborate with the school.

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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