

GEMS Winchester School Dubai



WSD Moral, Social & Cultural Studies Policy

Person Responsible: Head of Primary, Head of Secondary

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1. Purpose

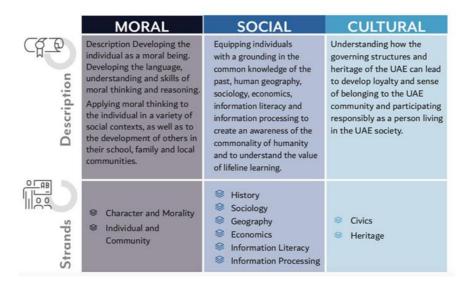
The purpose of this policy is to outline the school's commitment to providing a comprehensive Moral, Social, and Cultural Studies (MSC) curriculum that aligns with the Ministry of Education (MoE) guidelines and the school's vision and mission. The MSCS program aims to develop students into responsible,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

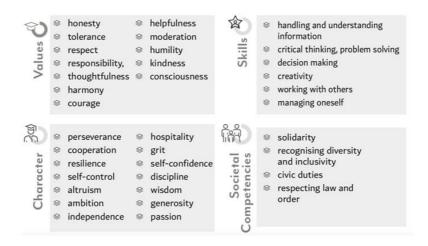
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2. Aims

The Moral, Social Cultural Studies Curriculum Framework is organised into 3 domains outlined below:



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



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 standalone 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			

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

learned.

about the MSCS concepts.

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