

Moral Social Cultural Studies Policy

Guiding Principles

Mission:

To empower students to fulfil their potential and be successful global citizens.

Vision:

To be committed, compassionate individuals who positively enhance the lives of others.

Philosophy:

The school believes in instilling a lifelong philosophy in students that enables them to be positive contributors to the community and society, be prepared to tackle unknown challenges and encourages them to utilise their power to observe, think, analyse and reflect in a critical manner.

Values:

Diversity, critical thinking, future Ready, innovation, excellence, leadership, honesty, dedication, compassion

Innovation:

Dream – Discover – Design

Motto:

Onward and upward

Introduction:

The Moral, Social Cultural Studies curriculum is an enhanced and comprehensive curriculum which preserves the rationale, purpose and intended learning outcomes of both Moral Education and Social Studies curricula.

Through the implementation of this curriculum, the school aims at:

- Fostering ways for students to deal with the mélange of cultures and beliefs that coexist in the country.
- Developing morally competent individuals with command over language, understanding and skills of moral thinking and reasoning.
- Preparing learners with skills to apply moral thinking in a variety of social contexts such as school, family, local and wider communities.

- Equipping individuals with concrete foundation in the shared knowledge of the past, human geography, sociology, economics, information literacy and information processing to create an awareness of cohesion of humanity and to understand the value of lifeline learning.
- Infusing individuals with knowledge and understanding of achievements of the UAE's social, economic, and cultural development, heritage and national identity symbols, and the rights and responsibilities of living in the UAE as a global citizen.

Rationale:

The school recognises that acquiring moral values is essential for students 'to be committed, compassionate individuals who positively enhance the lives of others' and 'to be successful global citizens', as stated in its Mission and Vision.

It is also significant for students to be aware of the legacy of the UAE as a nation at the forefront of worldwide efforts to develop morally strong individuals, who exhibit the knowledge, skills, attitudes and behaviours to make sense of the world around and thrive as happy, successful and responsible global citizens.

Purpose:

The policy aims at:

- Keeping parents and all other stakeholders abreast with the implementation of the MSCs Curriculum.
- Preparing individuals who demonstrate loyalty and adherence to the UAE community.
- Ensuring that students recognize the governing institutions and their rights and responsibilities as global citizens living in the UAE.
- Providing students with opportunities for professional discourse that equip them for a career with lifeline learning.
- Providing a tolerant environment that embraces all cultures and safeguards individual identity.

Curriculum Structure:

The School's Moral, Social and Cultural Studies Curriculum covers three domains under the given strands as outlined in the Ministry of Education Framework:

Altogether there are three volumes of the book in an academic year.

| DOMAINS | STRANDS |
|-----------------------|--|
| Moral Studies | Character and Morality Individual and Community |
| Social Studies | History Sociology Geography Economics Information Literacy Information Processing |
| Cultural | Civics Heritage |

Underpinning Foundations:

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| VALUES | <i>Honesty, tolerance, respect, thoughtfulness consciousness, harmony, courage, helpfulness, moderation, humility, responsibility, and kindness.</i> |
| SKILLS | <i>Handling and understanding information, critical thinking, problem solving, decision making, creativity, working with others, managing oneself.</i> |
| CHARACTER | <i>Perseverance, hospitality, cooperation, grit, resilience, self-confidence, self-control, discipline, altruism, wisdom, ambition, generosity, independence, passion.</i> |
| SOCIAL COMPETENCIES | <i>Solidarity, recognising diversity and inclusivity, civic duties, respecting law and order.</i> |

Teaching Approaches and Strategies:

The strands are covered in all sections of the framework, while students follow and lead their own paths of inquiry that are related to the curriculum.

A range of resources are used to complement the teaching of Moral, Social, and Cultural Studies, including books, videos, newspaper articles, field excursions to areas of cultural understanding such as museums and historical monuments. Students also learn through various whole-school enrichment activities and global celebrations such as The World Environment Day, World Water Day, Flag Day, Human Fraternity Day, UAE National Day etc. It enhances students' awareness and understanding of UAE's culture and heritage and global issues.

Moral Social Cultural Studies is taught from Years 2- 13 through the Stand-Alone and Integrated approach, by specialist teachers. Strong cross curricular links are established with various subjects.

Dedicated periods are allocated for creating variety of contexts through which students explore, think, reflect and internalise positive dispositions and values.

Role of the School:

- Generates awareness of the commonality of humanity; knowledge of UAE national, social, and economic development as well as understanding the value of lifeline learning.
- The school creates opportunities that support the development of students' understanding and skills of moral thinking and reasoning.
- Ensures compliance with the MoE statutory requirements for teaching and implementation of MSCs curriculum.

Role of the Teachers:

- Have in depth subject knowledge and clear understanding of curriculum expectations.
- Plan and deliver lessons covering the learning outcomes as stipulated in the MSCs framework.
- Engage students and enhance learning through project exhibitions, assemblies, display of student work on bulletin boards, display relevant course material on the class boards to provide a visual prompt of what students should expect in the ongoing unit.
- Evaluate students' understanding through AFL, critical thinking questioning, summative and formative assessments, end of unit reflection and inform planning based on the feedback and data gathered.
- Track students 'progress.
- Share students' attainment and progress with the parents.
- Act as role model for students by maintaining standard of personal life practices and positive self-image.
- Stay well informed of the current events and new developments in the country to be able to contextualise learning with real life situations.

Role of Students:

- Actively participate in all extracurricular activities related to sustainability practices, environment conservation, emotional and physical well-being and those that relate to appreciation and promoting of UAE's culture and heritage.
- Show respect and loyalty to the country and appreciate its leaders for their relentless efforts.
- Research authentic sites for extended information on the topics under discussion.
- Construct evidence-rich oral and written discourses using physical and digital resources.
- Think creativity and offer innovative solutions at their level to local and global issues.
- Practice moral and ethical values in daily dealings with peers, family and community.
- Resolve conflicts at a personal level and find solutions for situations that pose ethical dilemma.

Role of the Parents:

- Take initiative to teach children critical aspects of becoming engaged and knowledgeable member of the society and wider community.
- Discuss special events, global celebration days and public holidays in the light of their significance and how they impact us.
- Encourage children to actively participate in activities of special events to enhance their learning, collaboration and communication skills.
- Take opportunity to explain to children about civic rights and responsibilities.
- Visit monuments, museums, libraries, parks, and other public spaces.
- Discuss the current events with children while reading the paper, surfing the web, or watching the news.

Evaluation Procedure:

- Moral, social, and cultural studies is evaluated using both formative and summative methods of assessment. Subject teachers use a range of AOL and AFL methods such as paired tasks, higher order questioning, project-based learning, students' learning reflection, End of Unit and End of Term assessments to track students' progress and highlight areas for improvement to inform next steps.

Progress is also measured by observing that the students:

- are more tolerant of one another and fair in their dealings.
- reflect on their own behaviour.
- take greater responsibility for their own actions.
- are aware of the significance of the curriculum.
- are compassionate towards others and show acceptance.
- are self-confident and self-motivated.
- relate to others more amicably.
- are aware of the culture of UAE from its developmental stages to the present time.
- show respect for the cultures and beliefs of wider community.

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| <i>Policy Details: Moral Social Cultural Studies Policy</i> | |
| <i>Version Date</i> | November 2021 |
| <i>Review Date</i> | August 2023 |