



Unlocking the Potential of Every Child

Moral, Social and Cultural Studies Guide

Revised: September 2021

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Safa School is committed to teaching the children about the culture, heritage, values, principles and traditions of the UAE.

Every teacher has a role to play in this process.

Rationale

The purpose of the guide is to outline the KHDA requirements for Moral, Social and Cultural Studies (MSCS). The rationale for this is to provide students with in-depth knowledge, skills and understanding in UAE history, geography and civics, which emphasise the links and relationships between diverse groups, people, science and society. Students contribute, as responsible citizens and residents of the UAE, to the building of a cohesive society that is inclusive of all, while preserving the UAE culture, heritage and traditions.

Our Vision

SBS aims to meet the needs of all children in its care by personalising learning and providing outstanding care and provision; we aim for all our children to receive high-quality teaching. MSCS outcomes will be incorporated across the curriculum from Foundation Stage to Year 6. SBS views MSCS as a crucial part of UAE education that teaches students how to be well informed, critically thinking citizens of their world.

The following areas will be incorporated:

1. Moral Studies: 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.
2. Social Studies: 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 lifeline learning.
3. Cultural Studies: Infusing individuals with knowledge of milestones of UAE national social, economic, and cultural development, heritage and national identity symbols, and the rights and responsibilities of living in the UAE as a global citizen.

Teaching and Learning

MSCS will be taught twice per week in all primary classes. The subject will be planned, and lessons will be delivered with the same expectations as other core subjects across the curriculum.

Heritage Ambassadors and Heritage Leaders

Students across each year group with a passion for MSCS can apply to become a "Heritage Ambassador". Where applicable, there will be at least one Emirati from each class as a Heritage Ambassador to provide students with an enriched insight to Emirati culture.

Students from Years 3 – 6 have the opportunity to apply to become Heritage Leaders.

Heritage Leaders will attend weekly meetings with the Head of MSCS to discuss events and plans for the school to promote the values of MSCS within the school. These meetings also give the students the opportunity to voice their opinions directly to the SLT of the school.

The MSCS curriculum incorporates the following strands,

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

The above areas will be taught across all areas of the curriculum framework whilst allowing the children an opportunity to follow and lead their own lines of enquiry linked to the curriculum.

To support the teaching of MSCS, a variety of resources will be used such as MOE books, videos, guest speakers and trips to local museums and galleries. SBS also hosts a number of whole school events to raise the profile of the UAE heritage and culture, for example, UAE National Day, International Day and Flag Day, etc.

Assessment and reporting

MSCS will be assessed using both formative and summative methods. Learning Ladders will be used by class teachers to track children and identify areas for development. This will also show the coverage of the MSCS curriculum. Parents will receive a summary in each terms report with reference to MSCS progress. Summative assessments will take place termly in the form of a baseline assessment within each year group at the beginning of each term and in end of term assessments. Results from both assessments will be compared to monitor progress and attainment and identify gaps in learning amongst all students.

Roles and Responsibilities

Role of the MSCS Leader

The MSCS Leader will:

- Have overall responsibility for MSCS across the school
- Provide teachers with professional development on MSCS

- Have overall responsibility for MSCS across the primary school
- Ensure that the MSCS outcomes are mapped across the school curriculum
- Monitor and evaluate the impact of MSCS
- Provide guidance on resources and planning for MSCS

Role of Class Teachers

These to include:

- Plan and deliver MSCS outcomes to all children through all subjects and on occasions discreetly
- Plan lessons in alignment with the expectations of other core subjects ensuring tasks are differentiated to suit all learning needs within the class
- Measure the impact of MSCS through observation and questioning of children
- Report outcomes to parents in the end of year report
- Use Learning Ladders to assess the progress of children
- Provide an environment that is rich with examples of children's work linked to MSCS including pupil voice.

Role of Children

- To follow their own interests and passions linked to learning in MSCS
- Engage in the local history, geography and culture of the UAE and feel proud of their contributions to the community.
- Develop as responsible and innovative citizens of the UAE and the Wider World
- Heritage Ambassadors to be responsible for researching lessons and topics and then presenting their work to their class.
- Develop skills that to develop the next generation of role models and leaders, who contribute positively to the long-term health and well-being of society and the wide world

How SBS utilises the wider community

Family, parents, siblings and grandparents will be actively involved in the school community and will be aware of the child's school life. The MSCS curriculum at SBS will engage parents and encourage them to actively take part in it with their children. Learning is shared with parents through Curriculum workshops, Learning Ladders and Seesaw, to inform parents of the topics and lessons that children take part in.

The MSCS environment within our school aims to create a framework comprising the school administration, the MSCS curriculum, teachers, extra-curricular activities, field trips, community service initiatives as well as other activities that bring all children and adults together.

We strive to promote the values of the MSCS programme and ensure that the subject is not isolated to the children's classroom, but they actively take part in community outreach and service through different initiatives.

Inclusion of SOD

At Safa British school we strive to *unlock the potential of **all** students* regardless of individual differences. We uphold the mission of the Dubai Disabilities Strategy, to create a fully inclusive society by 2020. We are committed to H.H. Sheikh Mohammed bin Rashid Al Maktoum's 2021 vision, enabling the UAE to become an inclusive, barrier free and rights-based society. Hence, we endeavor to protect and ensures the success of all groups of students at SBS.

In line with the Dubai Framework for Inclusive Education (2017), we believe in:

- The equal right to education in a 'common learning environment'
- Proactively removing barriers
- The value of diversity
- Recognising each child's unique capability
- Modifying teaching and curricular approaches to ensure all children have an equal opportunity to progress
- The rejection of ability labelling and discrimination

When considering the application of school guide, as within all of our teaching practice, we recognise children as individuals with unique needs and abilities. This policy acts as guidance, not a 'one size fits all' specification. As teachers, we must assess each incident individually and use professional judgement to choose the most appropriate strategy.