

MORAL, SOCIAL AND CULTURAL STUDIES POLICY 26-27

**International School of Creative Science
Nad al Sheba**



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Purpose / Rationale:

- The **Moral Education Program** prepares learners for the ever-rapid changes in social fabric, as well as the need to assess and track trends and changes in moral, community, civic and cultural aspects. It safeguards accomplishments in the formation of a unique local character, preserves national heritage and deters adverse behavior.
- The **Social Studies** for Non-Arabs Curriculum deepens learners' understanding of social, political and economic systems; improves their comprehension of movements in local and world history; enables them to analyze the relationships between humans and their natural environment, and facilitates the development of a strong appreciation of the importance of relating knowledge of past people, events and civilizations to present and future challenges.
- Therefore, a need has been identified to transform the Moral Education and Social Studies curricula **into one** enhanced and comprehensive curriculum, which
 - Preserves the rationale, purpose and intended learning outcomes of both curricula
 - Consists of a clearly structured framework
 - Contains a well-planned and progressive scope and sequence of units
 - Ensures comprehensive and efficient coverage of all learning outcomes

Aims of the Program:

The Moral, Social and Cultural Studies (MSCS) program at ISCS develops learners who are reflective, responsible, and resilient. It prepares students to meet the challenges of an ever-changing society while remaining rooted in Islamic values and the heritage of the UAE.

The program fosters critical thinking, ethical decision-making, and respect for diversity, ensuring that students are equipped to contribute positively to their community and the wider world.

Curriculum Framework:

The Moral, Social Cultural Studies Curriculum Framework is organized into 3 Domains with corresponding sub-domains, values, skills, character traits, and social competencies as shown in the table.

	MORAL	SOCIAL	CULTURAL
 Description	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 lifeline 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.
 Strands	- Character and Morality - Individual and Community	- History - Sociology - Geography - Economics - Information Literacy - Information Processing	- Civics - Heritage

 Values	- honesty - tolerance - respect - responsibility, - thoughtfulness - harmony - courage	 Skills	- handling and understanding information - critical thinking, problem solving - decision making - creativity - working with others - managing oneself
 Character	- perseverance - cooperation - resilience - self-control - altruism - ambition - independence	 Societal Competencies	- solidarity - recognising diversity and inclusivity - civic duties - respecting law and order

MSCS promotes a balance of academic knowledge, personal character, and civic responsibility.

Students are encouraged to explore their identity, respect others, and build connections between past, present, and future.

The program is enriched by the **school's Baraka Culture**, which emphasizes gratitude, responsibility, and sustainability, linking classroom learning with real-life practice and preparing students for lifelong moral and social growth.

Learning and Teaching

- Learning and teaching in MSCS focuses on three domains outlined in the MOE documents:
 - Character and Morality
 - Individual and Community
 - History
 - Geography
 - Sociology
 - Economics
 - Information Literacy
 - Information Processing
 - Heritage
 - Civics
- All MSCS lessons begin with a **meaningful scenario** drawn from daily life, UAE heritage, or wider global challenges. Students build knowledge, values, and skills by exploring the scenario through discussion, reflection, and problem-solving, linking their learning to Islamic ethos and the **school's Baraka Culture**.
- The school calendar is enriched with a wide range of events linked to sustainability, environmental stewardship, community engagement, and education, all of which extend learning beyond the curriculum and provide authentic opportunities for students to live out the values of MSCS and Baraka Culture

Assessment and Reporting

MSCS is assessed using both formative and summative methods.

Teachers track progress and identify areas for development, ensuring comprehensive curriculum coverage. **Scenario-based tasks** including (role plays, projects, debates, and simulations) form a key part of assessment.

These highlight values such as gratitude, responsibility, and sustainability, ensuring that reporting reflects both academic knowledge and the lived practice of ethos in community life.

Roles and Responsibilities

MSCS Leader will:

- Oversee MSCS across the school.
- Ensure curriculum outcomes are mapped across Years 2–13.
- Monitor and evaluate impact through planning reviews, observations, and student work.
- Provide resources and professional development, particularly in scenario-based pedagogy and Baraka integration.

Teachers will:

- Deliver MSCS lessons using scenario-based approaches.
- Assess student progress termly against classroom monitor statements.
- Prepare students for term projects and assess development of knowledge, skills, and values.
- Embed Baraka Culture in everyday classroom practices and link learning to real-life applications.

Students will:

- Actively engage in scenarios, discussions, and projects that challenge them to think critically, reflect ethically, and collaborate meaningfully with others.
- Apply the Baraka values of gratitude, responsibility, and sustainability not only within school but also in their families and wider community, demonstrating how Islamic ethos can guide purposeful action in daily life.
- Take ownership of their learning by connecting classroom knowledge to real-world issues, contributing to initiatives in sustainability, social responsibility, and civic engagement.
- Embody the spirit of MSCS by showing resilience, empathy, and respect, striving to become outstanding individuals who inspire others and contribute positively to the future of the UAE and the global community.

Monitoring and Review:

This policy will be monitored and reviewed annually by the MSCS Leader and the Principal, in line with the Ministry of Education guidelines and the school's internal quality assurance cycle.



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