

Curriculum Policy 2025 - 2026

Whole School

Approved/Reviewed by	
N McGuckin/J Pennock - Heads/Deputies	
Date of review	June 2026
Date of next review	June 2027



1. Rationale

The aim of our curriculum is to fully develop our students' understanding, knowledge, and skills, ensuring that, upon leaving Safa British School, they are well-prepared to face the challenges of a rapidly changing world.

- Our curriculum is based on the British National Curriculum while embracing and celebrating the curriculum requirements of the UAE.
- It ensures that coverage and delivery are consistent, challenging, progressive, and balanced.
- SMSC principles are embedded throughout the curriculum and are further strengthened by alignment with the school's core values.
- The curriculum upholds and respects the fundamental values of both the UAE and the UK, ensuring cultural sensitivity while maintaining its integrity within a global educational context.
- It aims to raise attainment and maximise progress for all students.

This Curriculum Policy is aligned to following Core Values and Aims of:

- Creating a school that unlocks the potential of every child.
- Providing a learning environment that removes all barriers to learning,
- Has provisions in place that address the unique needs of all our individual learners.

2. Purpose

We believe that a curriculum needs to:

- Promote lifelong learning through a creative, broad, and balanced curriculum.
- Ensure that all students can make progress by focusing on clear learning objectives, relevant content, and skill development.
- Offer a wide range of choices to keep students' options open for as long as possible.
- Meet the needs of all learners through curriculum adaptation and personalised learning targets.
- Prepare pupils for the opportunities, responsibilities, and experiences of life in British society by fostering essential skills, cultural understanding, and a sense of active citizenship.

3. Learning skills

Learning skills are a foundational part of our learning framework, essential for developing all students across FS, Primary, and Secondary. At Safa British School, we recognise the importance of an age-specific and domain-specific approach to learning skills. These skills underpin the assessment system across all phases and subjects, ensuring continuity and progression throughout the school.

Each phase and subject has identified and prioritised its own learning skills, aligned with their respective assessment objectives. These skills are central to:

- **Classroom Planning:** Embedding learning skills into lesson design to ensure age-appropriate delivery.
- **Delivery:** Incorporating skill development through engaging, differentiated teaching methodologies.
- **Feedback:** Highlighting strengths and areas for improvement, helping students refine their skills.

While fostering critical thinking, teamwork, and resilience, these skills are delivered through the intrinsic planning and assessment requirements of each subject. This whole-school approach ensures that all students, from FS to Secondary, are equipped with the abilities they need to thrive academically, socially, and emotionally.

Every classroom will display their subject's core learning skills.

As an outcome of this approach, we aim to produce students who are:

- Self-Managers
- Communicators
- Risk Takers
- Independent Inquirers
- Respectful

While fostering critical thinking, teamwork, and resilience, these skills are delivered through the intrinsic planning and assessment requirements of each subject. This whole-school approach ensures that all students, from FS to Secondary, are equipped with the abilities they need to thrive academically, socially, and emotionally.

4. EYFS

The SBS EYFS curriculum follows the statutory requirements from the UK EYFS curriculum. It is enhanced through the use of non-statutory curriculum guidance documents; Birth to Five Matters and Development Matters. The use of the Curiosity Approach underpins curriculum review and development as well as the progression of learning.

Unlocking the potential of every child.

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The Key Stage 1 and 2 curriculum aligns with our objectives and fulfils the standards set by the National Curriculum for England as well as the requirements from the MOE.

The curriculum incorporates a Future Focus approach, ensuring students are equipped with the knowledge, skills, and mindset needed to succeed in a rapidly evolving world. By combining academic excellence with technological understanding, career readiness, financial capability, and social responsibility, students develop the confidence and adaptability required to become successful global citizens and lifelong learners.

Key features include:

- **Future-Ready Learning:** Developing adaptable, lifelong learners who can navigate emerging technologies, embrace continuous learning, and take responsibility for their personal and professional growth.
- **Artificial Intelligence and Digital Fluency:** Building students' understanding of AI, digital citizenship, data literacy, and ethical technology use, empowering them to become informed creators and consumers in an increasingly AI-driven world.
- **Careers and Enterprise Education:** Providing progressive exposure to career pathways, workplace skills, entrepreneurship, and industry connections, enabling students to make informed decisions about their future aspirations.
- **Financial Literacy:** Equipping students with practical knowledge of money management, budgeting, saving, investing, financial decision-making, and economic awareness to support future independence.
- **Global Awareness and Sustainability:** Engaging students with the Sustainable Development Goals (SDGs), encouraging them to explore local and global challenges and contribute positively to their communities and the wider world.
- **Project-Based Learning (PBL):** Promoting critical thinking, innovation, problem-solving, and real-world applications through authentic, cross-curricular learning experiences that connect classroom learning to future opportunities.
- **Core Skills Development:** Strengthening literacy, numeracy, communication, creativity, collaboration, and curiosity as the foundation for success across all areas of learning and life.
- **Personal Growth and Wellbeing:** Fostering resilience, adaptability, leadership, empathy, and respect for diverse perspectives, enabling students to thrive socially, emotionally, and academically.

6. Key Stage 3



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Our dynamic, broad and inclusive curriculum is based on the National Curriculum for England, modified to integrate aspects of local culture and heritage. Delivered by a team of expert practitioners, with subject specialism in their teaching subjects, students receive specialist educators in:

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<p>The Core Subjects</p> <ul style="list-style-type: none">• 8/9 lessons per fortnight<ul style="list-style-type: none">○ English○ Mathematics○ Science• 6 lessons per fortnight (Year 7 = 8 lessons)<ul style="list-style-type: none">○ Arabic• 4 lessons per fortnight<ul style="list-style-type: none">○ Islamic Studies	<p>The Humanities</p> <ul style="list-style-type: none">• 4 lessons per fortnight<ul style="list-style-type: none">○ Geography (Year 7 = 3 lessons)○ History (Year 7 = 3 lessons)○ MSC Studies○ Arabic Social Studies○ Moral Education
<p>The Arts</p> <ul style="list-style-type: none">• 4 lessons per fortnight as part of a termly carousel<ul style="list-style-type: none">○ Art○ Design Technology○ Food & Nutrition	<p>The Languages</p> <ul style="list-style-type: none">• 4 lessons per fortnight<ul style="list-style-type: none">○ French○ Spanish
<ul style="list-style-type: none">• 2 lesson per fortnight<ul style="list-style-type: none">○ Music○ Drama○	
<p>The Sports</p> <ul style="list-style-type: none">• 4 lessons per fortnight<ul style="list-style-type: none">○ Physical Education	<p>Curriculum +</p> <ul style="list-style-type: none">• 1 lesson per fortnight<ul style="list-style-type: none">○ Computer Science○ Achieves



Our rich and diverse curriculum gives students opportunities to develop a wide range of skills and knowledge through creative, physical, practical and real-life experiences, both inside and outside of the classroom. Regular opportunities are provided for students to engage in creative, enterprising and innovative learning opportunities, further enriched by special events, trips, visitors, clubs and peer led learning experiences.

7. Key Stage 4

We offer Cambridge IGCSE and Edexcel IGCSE/ GCSE qualifications which offer an inclusive, broad and balanced range of subjects along with the international Level 2 BTEC qualifications

We offer a mix of the IGCSE and traditional GCSE, depending on what is best for the individual needs of the subject area. The curriculum is enhanced by our extensive extracurricular activities and enrichment programmes that develop the whole child in areas of being a contributing and tolerant global citizen. We provide ample opportunities for students to learn outside the classroom.

The 2026-2027 is advertised as below:

The GCSE Core curriculum is made up of

- English Language
- English Literature
- Mathematics
- Science -Double Award

In Addition, students select 4 courses that they will study in Years 10 and 11. The range of courses available include:

Humanities Geography History	Languages French Spanish Arabic – First Language Arabic –Second Language	Science Triple Science
Arts Art & Design Design Technology Drama Food & Nutrition Music	Individual Specialisms Business Economics Computer Science PE Psychology	BTEC Level 2 Courses Travel and Tourism Business Creative Media Sport

We offer a mix of International A-Level (modular and linear) and BTEC Level 3 qualification courses, with Pearson Edexcel which offer an inclusive, broad and balanced range of subjects. Students are able to take either of the aforementioned pathways or a blended pathway that consist of A-Level and BTEC courses.

The curriculum is enhanced by our extensive extracurricular activities and enrichment programs, including the Life and Careers lessons used to support the development of our students and preparing them for life after SBS. We provide ample opportunities for students to learn outside the classroom.

The 2026-2027 is advertised as below:

BLOCK A	BLOCK B	BLOCK C	BLOCK D	BLOCK E
Mathematics	Further Maths	Chemistry	Physics	Economics
English Literature	Geography	Mathematics	Biology	Psychology
Psychology	Business Studies	Politics	History	BTEC Media
BTEC Business (single award)	Sociology	BTEC Business (Double Award)	BTEC Travel & Tourism	DT
Computer Science	BTEC Hospitality	Spanish	History	Art & Design
	BTEC Sport	French	Drama	

9. Statutory Subjects

In accordance with Article (18) of Executive Council Resolution (2) of 2017, and in light of the Ministry of Education's updated guidelines, the following illustrates the mandatory time allocations for students in private schools from the beginning of the academic year 26/27.

Year Group	Arabic A (Arab Students)	Arabic B (Non-Arab Students)	Islamic Education (Muslim Students)	Social Studies / MSC
FS1	200 mins	200 mins	90 mins	Integrated
FS2	200 mins	200 mins	90 mins	Integrated
Year 1	200 mins	200 mins	90 mins	Integrated
Year 2	240 mins	160 mins	120 mins	40 mins
Year 3	240 mins	160 mins	120 mins	40 mins
Year 4	240 mins	160 mins	120 mins	40 mins
Year 5	240 mins	160 mins	80 mins	40 mins



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Year 6	240 mins	160 mins	80 mins	40 mins
Year 7	200 mins	160 mins	80 mins	40 mins
Year 8	160 mins	160 mins	80 mins	40 mins
Year 9	160 mins	160 mins	80 mins	40 mins
Year 10	160 mins	160 mins	80 mins	40 mins
Year 11	160 mins	Optional	80 mins	Optional
Year 12	160 mins	Optional	80 mins	Optional
Year 13	160 mins	Optional	80 mins	Optional

10. UAE Social Studies

In line with the Ministry of Education's revised guidelines, Social Studies will be taught as standalone lessons, distinctly separated for Arab and non-Arab students. Arab students will follow the UAE Social Studies and National Curriculum, delivered in Arabic, covering essential topics such as history, geography, and civic identity. Non-Arab students will engage with the Moral, Social, and Cultural Studies (MSC) curriculum, delivered in English which focuses on civic values, cultural understanding, and UAE heritage

11. UAE Moral Education

Implementation requirements:

- Teaching the UAE Moral Education is mandatory for grades 1-12 (years 2-13).
- Moral education must be taught for at least 1 lesson per week (minimum of 40 minutes) either as a standalone lesson or integrated.

Implementation practice:

- The MSC curriculum actively promotes respect for others, with particular emphasis on fostering understanding and appreciation of the protected characteristics, as outlined in alignment, where appropriate, with the British PSHE curriculum.

12. Curriculum Modifications and Exemptions

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Where appropriate, the school will modify student curricula to allow additional support in core



areas, functional/life skills or to gain time to work with external partners. Decisions that influence the breadth of the curriculum are well considered and made in partnership between the LINK and academic teams.

Formal Arabic – MFL Exemptions

When supported with an Educational Psychologist report, the school will support and submit an application to the KHDA, for formal permission to remove the provision of Arabic and/or MFL from a student's timetable.

If granted, gained hours will focus upon the personalised needs of the student – this could be through additional support in core areas, LINK support or links with external partners.

Internal Language Exemptions

This is an internal measure related to the provision of French and Spanish at Key Stage 3. Where internal observations and LINK recommendations are to reduce the curriculum offer, to allow the focus upon the core curriculum areas and life skills, the removal of a Modern Foreign language will be investigated.

- This could be the removal of one language, to allow the focus on the remaining language.
- This could be the removal of both French and Spanish.

Though an informal measure, gained hours will be focus upon the personalised needs of the students – through additional support in core areas, LINK support or a focus upon functional skills.

13. ASDAN Certificates and Qualifications

When students may struggle with the demands of a typical Key Stage 3 curriculum, a range of ASDAN programmes and short courses are on offer to students. Some of these courses may lead to additional qualifications which are recognised within the UK.

Examples of courses on offer include:

- Raising Aspirations
- New Horizons
- Animal Care
- Sport and Leisure
- Creative Arts
- Food Wise



Students complete independent portfolios, assisted by members of the LINK team. All student work is collated for internal moderation and in some cases, external moderation by external partners to meet the requirements set out by ASDAN.

16. Alternative Pathway

The Alternative Pathway at SBS provides essential support for students facing challenges accessing the mainstream curriculum. Courses offered through ASDAN and a modified curriculum focus on fostering independence skills, life skills, and preparing students for adulthood. Each student receives highly personalised targets tailored to their specific needs, ensuring comprehensive support. Assessments of learning are modified to accommodate individual learning needs and abilities, and hands-on activities and resources are integrated to promote holistic development across all areas. Whenever feasible, students participate in mainstream classes such as Creative Arts, PE, and Moral Education, which offer opportunities for social interaction and the development of communication skills. Students have access to on-site therapies as needed within the Alternative Pathway program.

17. Strategic Partnerships

To bolster the support and provision on offer, Safa British School links with a range of strategic partners to ensure the needs and requirements of all students are met. Our core partnerships include, but are not limited to:

- **Internal**
 - The Bridge Learning Centre
- **External**
 - Lighthouse Arabia
 - Occupational Therapy – Hope Centre
 - Insight Psychology – Speech and Language
 - Rashid Centre – Speech and Language
 - BEME Services
 - The Learning Tree, English Language Centre



To support our More Able and Gifted and Talented (MAGT) students, our school offers a variety of enriching opportunities designed to stretch and challenge these learners. The in-class curriculum integrates advanced tasks to ensure that all students are appropriately challenged. Additionally, a range of extracurricular activities, including subject-specific competitions and initiatives, are available throughout the academic year.

MAGT students are invited to participate in the Academic Peer Mentors programme, providing them the opportunity to mentor younger students in subjects such as science, mathematics, or English for fifteen minutes each week. This not only reinforces their own knowledge but also fosters a collaborative learning environment.

Furthermore, we regularly incorporate enhancement days into the curriculum. These days are dedicated to enriching learning experiences and applying academic concepts to real-life situations, thus broadening our students' understanding and engagement.

19. Early Entry

Where appropriate, students will be supported through the early sitting of qualifications. Examples of early entry and curriculum extension includes the provision of Further Maths at Key Stage 4, as a planned modification, to support Gifted students within the curriculum area. Arabic B students, are also provided the opportunity for early entry GCSE for Arabic as a Second Language at the end of Year 10.

Links with other policies

This policy is supported by a range of documents, including but not limited to; Guidance Policy, Assessment Policy, Feedback Policy, SBS Curriculum (Plan-It) Guide, EYFS Policy, Inclusion Policy, Why We Do What We Do,