

CURRICULUM POLICY

Policy Owner	SLT
Approved by	Ms Sapna Changrani (Head of School)
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The DS Curriculum consists of all the planned activities that we deliver to promote learning, personal growth and development. The governing body, via the Head of School and the Phase heads, ensures that this written policy document on the school's curriculum is supported by appropriate plans.

Our school curriculum is underpinned by the core values that we hold at our school, respect, compassion, empathy, integrity, accountability and responsibility. The curriculum immensely supports the school core values which are in sync with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

It is the role of each Head of Department to keep up to date with developments in their subject. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each Head of Department reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, leading to IGCSE & IAL Programs.

Our Curriculum is:

- Broad, deep and balanced.
- Prepares the students fully for the next stage of their education, and ultimately the world's leading universities.
- Facilitates personalised provision and, where necessary, personalised curriculum pathways.
- Allows all students to progress rapidly and therefore achieve the highest possible academic standards.
- Allows all Students to develop independent learning skills; allows all students to be consistently stretched and challenged.

Our Curriculum Intentions are to:

- Develop lively enquiring learners that are resilient and take responsibility for their learning.
- Provide an interesting, well-planned knowledge and skills-based curriculum that ensures coverage of the National Curriculum.
- Develop behaviours and habits to allow our students to become effective learners.
- Develop an inclusive and equitable curriculum that provides a flexible and relevant education for all students.
- Develop a curriculum that has relevance, where cross-curricular links are embedded.
- Develop the character of our learners.

The curriculum is organised in Phases & Key Stages according to the National Curriculum for England leading to IGCSE & IAL programmes.

Phase 1

Early Years Foundation Stage (EYFS)

Phase 2 - Primary Phase

Key Stage 1 (KS1): Years 1 and 2

Key Stage 2 (KS2): Years 3 to 6

Phase 3 - Secondary Phase

Key Stage 3 (KS3): Years 7 to 9

Key Stage 4 (KS4): Years 10 to 11

Post 16

Key Stage 5 (KS5) - Years 12 and 13

DS LEARNER'S JOURNEY – FROM CURIOSITY TO LEADERSHIP

Nurturing Minds & Sustaining Hearts

At Dubai Scholars, we believe that learning is not a straight line—it is a meaningful journey filled with discovery, growth, challenge, and transformation. To make this journey tangible, purposeful, and personal, we have chosen to give each phase of a learner's development a distinct stage identity—from Curiosity to Leadership. These names are more than labels; they are intentional representations of who our students are becoming at each point in their educational path.

Each stage—Curiosity, Discovery, Imagination, Exploration, Innovation, and Leadership—acts as a developmental compass. It helps educators align academic goals, wellbeing support, and life skills with the needs and aspirations of learners at every level. It empowers students to identify their own strengths, reflect on their progress, and prepare for what lies ahead.

The Early Years Foundation Stage (EYFS) is the entry point of formal schooling at Dubai Scholars. This programme sets the standards that promote teaching and learning to ensure children's school readiness. Our programme gives students a broad range of knowledge and skills that provide the right foundation for a good future and progress through school and life.

There are four guiding principles that shape teaching practice in foundation settings. These are:

1. Every child is unique, constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments, in which their experiences relate to their individual needs and there is a strong partnership between school and home.

4. Children develop and learn in different ways and at different rates.

The seven areas of learning and development within the EYFS are equally important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development.

The four specific areas of learning, through which the three prime areas are strengthened and applied, are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In planning and guiding activities, teachers assess the different learning styles children employ and reflect these in their practice. Three characteristics of effective teaching and learning are:

- Playing and exploring – children investigate, experience, and encounter new activities.
- Active learning – children concentrate and are encouraged to continue working when they encounter difficulties and enjoy achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies around projects

PRIMARY YEARS SCHOOL PROGRAMME

Students study the following subjects at the Primary level

- English
- Mathematics
- Science
- Arabic
- Islamic Studies/PSHE
- Humanities (History and Geography)
- Moral Social Cultural Studies (UAE Social Studies and Moral Education)

Other subjects include:

- Art
- Music and Dance
- Physical Education
- Computing
- STEM

A second language option is introduced from Year 4 onwards and students get to choose either French or Hindi.

Students explore, investigate, hypothesise and conclude through observations and experiments in the Science Lab and in their STEM lessons they apply the Engineering Design Process to solve problems and make prototypes. In their art lessons they experiment with different mediums to make their learning hands on and fun.

The Primary Programme of study at DS is completely aligned with the National Curriculum of England and provides opportunities to students to become critical and independent thinkers confident in their ability to move to the next level of education. It is broad, balanced and meets the needs of all the learners. Assessment is both formative and summative, allowing teachers to educate the entirety of a student's wide range of talents, curiosity and ambitions. The school provides opportunities for students to develop problem solving, research, inquiry, collaboration and creativity. The content learnt is always connected to the real world.

Students are also given exposure to various co-curricular activities such as participation in reading events, activity clubs, annual concerts which showcase students' talents in the Performing Arts and other academic and non-academic competitions.

The Junior Student Council is elected through student voting and is supervised by the Student Council Coordinator. It comprises a vibrant group of young students with initiative and drive. One of the Junior Council projects is to lead the Reading Club for Years 3 to 6. The Junior Council also runs inclusion and well-being initiatives.

SECONDARY YEARS SCHOOL PROGRAMME

KEY STAGE 3 (Years 7-9) & KEY STAGE 4 (Years 10 & 11)

The DS Secondary School offers Lower Secondary Programme and IGCSE qualifications leading to the A Level programme. These qualifications are internationally recognized for entry into higher education or employment.

Students are encouraged to extend themselves both academically and socially. The purpose of the Key Stage 3 & 4 Programme is to provide students with a wide variety of experiences, an environment whereby they can learn to become responsible independent learners. The curriculum gives opportunities to celebrate individualism, embrace diversity and encourage our students to explore the world of infinite opportunities.

- At the Secondary level it is of high importance to empower young minds to discover their talents, pursue their passions, exceed expectations, and realize dreams to make a positive impact in the world.
- Integrating technology into their learning is central to creating the meaningful learning opportunities needed to engage and motivate young learners of today.
- Student participation in extra-curricular activities takes equal importance alongside academic performance. A well-established student council supports
- The practical elements of education at the Secondary involve developing communication skills, looking at future career aspirations, leadership, and teamwork.

Key Stage 3 Programme is to build on the learning in Key Stage 2 and prepare students for success in the IGCSE. Following the National Curriculum of England, students study the below given subjects:

- English
- Second Language (MFL - Hindi or French)
- Arabic
- Islamic Studies (Muslim Students) PSHE (For Non-Muslims)
- Mathematics
- Science
- History
- Geography
- MSCS - UAE Social Studies & Moral Education
- Physical Education
- Information & Communication Technology- (ICT)

Students in Year 9 are offered the following subjects in the IGCSE programme.

To provide students with structured and focused learning pathways through subject blocks that align with global education trends, enhance interdisciplinary understanding, and prepare them for university and career success, we aim to optimize resource allocation, streamline academic planning, and create a cohesive learning environment that fosters collaboration, specialization, and long-term achievement.

Compulsory Subjects are:

- English Language
- Mathematics
- Arabic (following the Ministry of Education guidelines and curriculum) – Compulsory until Year 10
- MSCS - UAE Social Studies & Moral Education
- Islamic Studies (for Muslim students following the Ministry of Education guidelines and curriculum)
- Environmental Management for non-Muslim student.
- Physical Education

In addition to the above compulsory subjects, students select five optional subjects.

The Choices for the subjects are made during Year 8; teaching begins in Year 9 leading to KS 4.

	SUBJECT 1	SUBJECT 2	SUBJECT 3
BLOCK A	PHYSICS	BUSINESS	X
BLOCK B	CHEMISTRY	ACCOUNTING	X
BLOCK C	BIOLOGY	ECONOMICS	X
BLOCK D	HISTORY	PSYCHOLOGY	X
BLOCK E	FRENCH	HINDI	X
BLOCK F	ICT	CS	PE

The **IGCSE** program maintains high academic standards and is designed to provide students with a well-rounded, academically challenging, and internationally recognised education. It equips students with the knowledge, skills, and qualifications needed for success in higher education and the workforce.

Applicable to Year 11 (202/2)

- Biology or Economics
- Physics or Business
- History or Psychology
- Chemistry or Accounting
- Information & Communication Technology- (ICT) or Computer Science

We at Dubai Scholars follow the Edexcel Board for all our subjects except for Information Technology (IT), Computer Science, English Language & Environmental Management which follow the Cambridge International Education and CAIE

Post 16 (Years 12 & 13)

Key stage 5

- At DS we follow the International Advanced Level (IAL) programme which is an internationally recognized qualification designed for students in the final years of their secondary education. It is equivalent in standard to the Advanced Level (A Level) programme but with a broader international perspective. IAL is renowned for its rigorous academic content and is widely accepted by universities and colleges around the world.

Key Features of the IAL Program:

- **Global Recognition:** IAL qualifications are highly respected and recognized by universities globally. They open doors to higher education opportunities both locally and internationally.
- **Broad Curriculum:** The IAL program offers a wide range of subjects, allowing students to choose areas of study that align with their interests and career aspirations. This diversity ensures a well-rounded education.
- **Academic Rigor:** IAL subjects are known for their academic challenge. Students are encouraged to think critically, solve complex problems, and engage deeply with their chosen subjects.
- **Flexibility:** The program provides flexibility, allowing students to study subjects at different levels (Advanced Subsidiary, Advanced, and Advanced Supplementary) depending on their abilities and goals.
- **Holistic Development:** In addition to academic excellence, the IAL program emphasizes the development of important skills such as research, critical thinking, and effective communication.

Pearson Edexcel International Advanced Level (IAL) is typically for learners aged 16 to 19 years who need advanced study to prepare for university and higher education.

We at Dubai Scholars follow the Edexcel Board for all our subjects except for Information Technology (IT), Computer Science, English Language & Media Studies – CAIE

Students can choose any of the combinations or independent subjects stated below.
A minimum of 3 or 4 Subjects can be selected:

BLOCK A	BLOCK B	BLOCK C	BLOCK D
AS Business	AS Biology	AS Accounting	AS Biology
AS Chemistry	AS Chemistry	AS Math - Mechanics	AS Business
AS Computer Science	AS Economics	AS Math - Statistics	AS Chemistry
AS Math - Mechanics	AS Media Studies	AS Physics	AS Computer Science
AS Math - Statistics	AS Physics	AS Psychology	AS Economics
			AS Physics
Independent Study	Independent Study	Independent Study	Independent Study

Subject choices must be finalized **before the published Term 1 deadline**. (10 September 2026)
Withdrawals must be formally documented and acknowledged by parents.

POLICY REVIEW

 This policy will be reviewed annually, or sooner if required, to reflect operational needs, changes in legislation, or updated guidance from the KHDA