

## Curriculum Policy

### 1. Introduction

GEMS Founders School – Dubai South (GFD) aims to provide a curriculum offering breadth, balance, coherence, differentiation and progression to all students. The curriculum is designed by putting wellbeing first, helping all students fulfil their individual academic potential and explore their talents.

### 2. Purpose of policy

The GFD curriculum will:

- Cover the National Curriculum for England according to the statutory requirements in
  - FS – EYFS
  - KS1 and KS2 – National Curriculum for England
  - KS3 – National Curriculum for England
- Cover Arabic and Islamic Education as required by the Ministry of Education
- Seek to offer appropriate experiences beyond the statutory requirement which reflect the broader curriculum
- Recognise our cultural diversity and utilise the UAE’s distinctive geography and rich history as a resource for learning through the UAE Social Studies and Moral Education curriculum
- Allow students to acquire and develop skills in speaking, listening, literacy and numeracy
- Incorporate regular assessment and reporting as detailed separately in other school policies
- Facilitate secondary pupils to apply and to join universities of their choosing in a wide range of countries and to provide guidance to assist the process

### 3. Aims and objectives

Key Stage	Age	Year Groups
Early Years Foundation Stage	3 - 5	FS1 and FS2
Key Stage One	5 - 7	Years 1 and 2
Key Stage Two	7 - 11	Years 3,4,5 and 6
Key Stage Three	11- 13	Years 7 and 8

The National Curriculum for England is designed to provide a broad and balanced education for all students, ensuring that they acquire essential knowledge, skills, and understanding across a wide range of subjects. It emphasises the importance of a well-rounded curriculum that includes core subjects such as English, mathematics, and science, as well as humanities, arts, physical education, and modern foreign languages. This breadth ensures that students receive a comprehensive education that caters to diverse interests and talents, while the balance aims to allocate appropriate time and resources to each subject area. By maintaining this breadth and balance, the National Curriculum aims to equip students with a rich foundation of knowledge and the critical thinking skills necessary for their future academic and personal success. Curriculum *relevance will be achieved:*

- Through recognition of previous learning, with clear records maintained of work completed and standards achieved
- Through planned progression



The different needs of students will be met:

- Through detailed and appropriate planning
- Through various teaching styles and methodology
- Through regular assessments

Curriculum planning is a continuous process that takes place throughout the year. Every effort will be made to match the resources of the school to the needs of the students.

#### **4. Inclusion**

Teachers at GFD ensure that all students:

- are taught to enable them to experience success. This will be achieved through differentiation and a range of strategies to meet the student's special educational needs
- use tools and materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles and differences in which they can participate fully in class and have same learning experiences as their peers', regardless of any specific educational or medical needs
- have clear and challenging learning targets and outcomes that enable them to succeed
- review and inform the next stage of learning outcomes by using assessments and performance records

*Flourish classes will follow the curriculum as closely as possible but the main priority for these classes that the lessons are relevant to the needs of the students.*

#### **5. Personal, Social and Health Education (PSHE)**

The need for students to be healthy, to stay safe, to enjoy and achieve, to achieve wellbeing and to make a positive contribution to the community lies at the heart of the primary and secondary curriculum. The programme for PSHE is integrated into the Primary and Secondary Curriculum through the prescribed areas of interaction. These principles are further underpinned through the teaching of Moral, Social, and Cultural Studies from Year 2 onwards.

#### **6. Languages**

Languages taught at GFD:

Arabic A (Native Speakers)

Arabic B (Non-Native Speakers)

In addition, many other languages are offered in our enrichment programme.

#### **7. Parental involvement**

We encourage GFD parents to be involved in our curriculum and particularly supporting our languages programme.



## 8. Roles and responsibilities

- **Senior Leadership Team** - to regularly review and ensure the standards of curriculum planning are consistently very good or better
- **Teachers** - to plan and deliver the curriculum to the high standards expected from the National Curriculum for England and Ministry of Education.

## 9. Monitoring and review

This policy has been discussed and agreed by the GEMS Founders School – Dubai South teaching staff and leadership teams for implementation. Each leader will conduct a curriculum review on an annual basis to monitor the effectiveness of the curriculum. This will include input from all stakeholders and inform adaptation of the curriculum for the following academic year.

### Monitoring and review

Signed *A Lunnings* Date 17/07/2024  
**Head of Primary**

Signed *C Seyprett* Date: 17/07/2024  
**Teaching and Learning Coach**

Signed *LaRU* Date: 17/07/2024  
**Principal/CEO**

### Next policy review dates:

February 2025

June 2025