



**KINGS'  
EDUCATION**

The Best By Every Child

**PRIMARY CURRICULUM  
AND TEACHING LEARNING POLICY**

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**2025-26**



## Policy Statement

At Kings' School Al Barsha, we view the curriculum as the totality of every child's learning experience — encompassing all planned opportunities for academic, personal and social development. While the National Curriculum for England provides the framework and expectations for learning, our curriculum extends beyond these to nurture curiosity, creativity and a lifelong love of learning.

Our broad, balanced and ambitious curriculum meets and exceeds the National Curriculum for England while reflecting our international context in Dubai. Mandatory Ministry of Education subjects are integrated within the school timetable.

We believe the curriculum is a powerful vehicle for inspiring exploration, developing independence and ensuring that learning is engaging and meaningful. It equips pupils with the knowledge, skills and values needed to thrive both within school and beyond it.

## Aims

At Kings' School Al Barsha, our curriculum embodies our vision of *The Best by Every Child*. It is ambitious, inclusive and continually evolving to meet the needs of our pupils and community. Through a blend of academic excellence, creativity and compassion, we aim to nurture curious, confident and principled young people who are equipped to thrive in an ever-changing world.

Our curriculum is designed to:

- Develop a secure base of knowledge and skills so pupils can understand and question the world they live in.
- Promote connected understanding through a concept-based approach that enables pupils to make purposeful links across subjects.
- Develop creativity, critical thinking responsibility to community and compassion for others.
- Ensure inclusion and equitable access so that every pupil makes strong progress from their starting point.
- Develop a culture of co-operation, tolerance and mutual respect.
- Ensure that every member of our community feels valued, supported and included.
- Nurture a sense of responsibility and respect for the world around us
- Encourage pupils to act as thoughtful, global citizens.

## Values

At Kings' School Al Barsha, we recognise and celebrate the uniqueness of every child. Our curriculum is designed to promote respect for individual differences and an appreciation of the diverse cultures, backgrounds and perspectives that enrich our school community.

We are committed to upholding the rights of all individuals and to creating an environment rooted in fairness, honesty and equality of opportunity. Every child is encouraged to achieve their personal best, knowing that their contributions are recognised and valued.

Partnership with parents is central to our approach. We work closely with families to enrich the curriculum and ensure continuity between home and school. Parents are kept informed through Let's Learn sessions, regular newsletters, home learning opportunities and curriculum workshops that provide insight into how we support their child's learning journey.

## Practice and Procedure

### **Curriculum Implementation**

At Kings' School Al Barsha, our curriculum is dynamic and continually evolving to meet the needs, interests and aspirations of our pupils. We are committed to ongoing reflection and improvement, ensuring that what we teach remains relevant, engaging and ambitious for all pupils.

Our curriculum is supported by a range of carefully selected frameworks and resources, which together ensure breadth, balance and progression across all phases of learning:








- **The Primary National Curriculum for England (2014)** – providing the foundation for core and foundation subjects across the Primary phase.
- **Computing** – guided by the National Curriculum and supported by the *Switched On Computing* scheme to promote digital literacy and computational thinking.
- **Wellbeing** – based on the *Oxford Wellbeing Curriculum* and adapted by Year Leaders to create a bespoke programme that supports pupils' emotional and social development.

The implementation of our curriculum is continually monitored and quality assured through a range of strategies, including planning reviews, lesson observations, learning walks, book looks and pupil voice. Leaders at all levels work collaboratively to ensure consistency, coherence and high expectations across all phases. Regular reflection and feedback enables us to adapt and refine our approach, ensuring that our curriculum has the greatest possible impact on pupil outcomes, wellbeing and personal growth.

### Ministry of Education Curriculum

From September 2025, the teaching of Arabic language from FS2 upwards is being followed in line with the Policy on Arabic Language Provision in Early Years Education from the KHDA. All classes benefit from an Arabic Integration Teacher supporting within the classroom for a minimum of one-third of curriculum time.

For the Ministry of Education curriculum, pupils are split into native and non-native Arabic teaching groups from Year 1 onwards. In addition, the curriculum includes UAE Moral, Social and Cultural (MSC) for Non-Arabs as well as Social Studies and Moral Education for Arabs. All pupils from Year 1 onwards have Islamic Education for Arab and Non-Arab Muslims. Lesson timings are indicated below:

	G1/Y2	G2/Y3	G3/Y4	G4/Y5	G5/Y6	G6/Y7	G7/Y8	G8/Y9	G9/Y10	G10/Y11	G11/Y12	G12/Y13
Arabic as a first language for Arabs	6	6	6	 6	 6	5	4	4	4	4	4	4
Arabic as an additional language for non-Arabs	4	4	4	4	4	4	4	4	4	Optional	Optional	Optional
Islamic Education for Arab Muslims	3	3	3	2	2	2	2	2	2	2	2	2
Islamic Education for non-Arab Muslims	 3	 3	 3	2	2	2	2	2	2	2	2	2
Social Studies for Arabs (Standalone lesson) 	1	1	1	1	1	1	1	1	1	Optional	Optional	Optional
UAE Moral, Social and Cultural for non-Arabs (MSC) (Standalone lesson) 	1	1	1	1	1	1	1	1	1	Optional	Optional	Optional
Moral Education for Arabs (Standalone or Integrated)	1	1	1	1	1	1	1	1	1	1	1	1

- **Arabic A** – follows the Ministry of Education syllabus from FS1 to Year 13, with learning delivered through age-appropriate, engaging planning that promotes language proficiency and cultural understanding.
- **Arabic B** – follows guidance from KHDA and the National Curriculum, using thematic and interactive learning approaches to develop language skills and confidence.
- **Islamic Education** – follows the Ministry of Education syllabus from FS1 to Year 13, delivered through creative and age-appropriate planning that deepens understanding and connection to Islamic values.
- **UAE Moral, Social and Cultural (MSC)** – enhances the curriculum by developing pupils' understanding of heritage, identity and global citizenship, in line with KHDA expectations.
- **Social Studies** - follows the Ministry of Education syllabus from Year 2 to Year 10, providing students with a rich understanding of UAE history, geography and civic identity through enquiry-based and contextual learning experiences.

- **Moral Education** - develops pupils' awareness of ethics, respect and personal responsibility through interactive and values-driven lessons, aligned with the Ministry of Education framework and KHDA expectations.

### Key Stage One

In Years 1 and 2, the National Curriculum for England – Key Stage One Programme of Study is followed. The transition from the Early Years Foundation Stage to Key Stage One is carefully considered and a hybrid curriculum is followed throughout the first term of Year 1. Within Year 1, pupils build on and consolidate their learning through a play-based, interest-led curriculum which provides opportunities to practice and apply their learning. From Year 2, the concept-based curriculum is adopted more formally. This approach helps create flexible, creative and pro-active pupils who can solve problems, think critically, communicate ideas and work effectively independently as well as within teams or groups. The majority of subjecting, including the core subjects of English, Maths and Science are taught by the class teacher. Specialist teachers teach PE, Swimming, Arabic, Islamic Studies, Moral Education, Social Studies, French, Music, Art and Drama.

### Key Stage Two

Throughout Key Stage Two, pupils continue to build on and deepen their knowledge, skills and understanding through a values-driven curriculum that prepares them for the transition to secondary school. The academic rigor of the curriculum in the core subjects is balanced with the concept-based curriculum in the foundation subjects with a focus on developing independent enquiry, relevant skills and instilling a lifelong love of learning. Class teaching continues to be complemented by specialist teaching to secure progression and readiness for secondary school. Ongoing monitoring and pupil voice inform refinements to the provision.

### Concept Curriculum

Within the Primary phase, we deliver a concept-based curriculum that builds subject-specific knowledge through the exploration of interconnected 'big ideas'. This approach allows pupils to make purposeful links between subjects, deepening understanding through contextual and relevant learning experiences. By encountering concepts in multiple contexts, pupils develop transferable understanding and an appreciation of the "so what?" of their learning.

Through this curriculum, our pupils are empowered to see themselves as active learners, thoughtful members of their community and responsible global citizens.

### Guiding Principles

When designing and developing our curriculum, we are guided by five core principles that ensure learning is coherent, relevant and values driven.

**Coherence** – Our curriculum is deliberately structured and interconnected, weaving content across subjects in logical and meaningful ways. This enables pupils to revisit and deepen their understanding of key ideas, concepts and themes over time.

**Content** – We carefully select elements from the National Curriculum for England, ensuring that what we teach is both rigorous and relevant. Learning is contextualised to reflect our international environment, helping pupils to make sense of the world in which they live.

**Creativity** – We design opportunities for pupils to think imaginatively and critically. Creativity and Kings' is not limited to artistic expression but extends to the ways children make connections, solve problems, present information and communicate their ideas.

**Community** – Our curriculum seeks to strengthen each child's sense of belonging and responsibility. We intentionally create opportunities for pupils to engage with their community – within school, locally, nationally and globally – through authentic and purposeful experiences.

**Compassion** – We foster empathy by encouraging pupils to consider diverse perspectives, understand the experiences of others, and act with kindness and respect in all they do.

*Adapted from Debra Kidd's 'Curriculum of Hope'*

These guiding principles form the foundation of all curriculum design, planning and delivery at Kings' School Al Barsha. They underpin how we teach, assess and enrich learning across all subjects and year groups. Through a carefully planned sequence of knowledge and experiences, we ensure that every child progresses with confidence, curiosity and a sense of purpose, living out our ethos of 'The Best by Every Child'.

### Specialist Teaching

In addition to the curriculum taught by class teachers, the pupils receive an increasing range of specialist lessons as they progress through the Primary School for the following subjects:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Arabic for Native Speakers	✓	✓	✓	✓	✓	✓
Arabic for Non-Native Speakers	✓	✓	✓	✓	✓	✓
Islamic Studies for Arab Muslims	✓	✓	✓	✓	✓	✓
Islamic Studies for Non-Arab Muslims	✓	✓	✓	✓	✓	✓
UAE Moral, Social and Cultural (whole class)	✓					
UAE Moral, Social and Cultural for Non-Arabs		✓	✓	✓	✓	✓
Moral Education for Arabs		✓	✓	✓	✓	✓
Social Studies for Arabs		✓	✓	✓	✓	✓
Physical Education	✓	✓	✓	✓	✓	✓
Swimming	✓	✓	✓	✓	✓	✓
Music	✓	✓	✓	✓	✓	✓
Art (on a termly rotation)	✓	✓	✓	✓	✓	✓
Drama (on a termly rotation)	✓	✓	✓	✓	✓	✓
French	✓	✓	✓	✓	✓	✓
Spanish					✓	✓

### Curriculum to Support All Pupils

At Kings' School Al Barsha, our curriculum is designed to be inclusive, ensuring that every child has equitable access to high-quality learning experiences. We are committed to providing the right level of challenge and support so that all pupils, regardless of need or background, can make meaningful progress and achieve their full potential.

In most cases, teachers are able to meet pupils' needs within the classroom through high-quality teaching, adaptive practice and thoughtful differentiation. This may include the use of additional resources, scaffolded tasks or modified learning objectives to support access to the curriculum.

Where further support is required, teachers work collaboratively with the Learning Inclusively at Kings' (LInK) team, parents and specialist staff to develop targeted interventions and personalised support plans. Our aim is always to promote independence, confidence and success for every learner within an inclusive school environment.

### Extra-Curricular Programme

To complement our rich and engaging curriculum, Kings' School Al Barsha offers an extensive programme of extra-curricular activities (ECAs) which extend and complement the timetabled curriculum. Teachers run clubs before and after school, as well as at lunchtimes, and there are an extremely wide range of activities available.

### **Additional Curriculum Provision**

The curriculum is designed to provide a broad and balanced educational experience that reflects and respects the diverse backgrounds, identities and needs of all pupils. Comprehensive documentation maps the provision for Diversity, Equality and Inclusion across all subjects, highlighting how each subject actively promotes these principles. This documentation supports teachers in delivering inclusive, reflective and values-driven learning experiences.

In Year 6, pupils receive education on physical development through separate, gender-specific puberty lessons. These sessions are optional and are delivered with sensitivity to the cultural context of the UAE. The aim is to provide accurate information and to promote healthy understanding of the human body and growing up. Parents give their consent for these lessons. Relationship Education is taught to pupils through their ... lessons, appropriate to age and stage.

### **Quality Assurance**

Teachers, led by Senior Leaders, are responsible for preparing long, medium and short-term planning documentation which outlines curriculum delivery according to this policy and for ensuring that this documentation is shared centrally.

Through the annual self-evaluation cycle, judgements on the quality of curriculum provision are made through:

- Lesson observations
- Monitoring of planning
- Book looks
- Assessment scrutiny
- Data analysis
- Pupil progress meetings
- Learning walks
- Pupil voice

Records of these judgements are stored centrally within the annual evidence base that informs the School's Self-Evaluation Form and Strategic Development Plan.

### **Curriculum Impact**

At Kings' School Al Barsha, we measure the impact of our curriculum not only through academic outcomes but also through the personal growth, curiosity and confidence of our pupils. We believe that a successful curriculum develops the whole child – intellectually, socially, emotionally and morally.

The impact of our curriculum is seen in pupils who:

- Demonstrate deep and connected understanding across subjects.
- Apply their knowledge and skills with independence, creativity and confidence.
- Communicate effectively, think critically and show curiosity about the world around them.
- Exhibit empathy, respect and a strong sense of responsibility towards others and their environment.
- Make strong progress from their individual starting points, achieving outcomes that prepare them for the next stage of their learning journey.

Leaders and teachers regularly assess the effectiveness of the curriculum through ongoing evaluation of pupil progress, lesson observations, book looks, pupil voice and data analysis. Findings are used to inform future planning and professional development, ensuring that our curriculum remains relevant, ambitious and impactful for all learners. Ultimately, the success of our curriculum is reflected in pupils who leave Kings' as confident, compassionate and capable individuals, ready to contribute positively to their communities and to the wider world.

