



**DUBAI
BRITISH
SCHOOL**
JUMEIRAH PARK

Curriculum Policy

This procedure is reviewed annually to ensure compliance with current regulations

	Date	Name(s):
Created:		Deputy Head of Primary and Deputy Head of Secondary
Last reviewed:	September 2024	Deputy Head of Primary and Head of Secondary
To be reviewed:	September 2025	Deputy Head of Primary and Head of Secondary

1. Rationale:

At Dubai British School Jumeirah Park, we aim for students to be challenged and inspired to learn, and for the values embedded in our Mission Statement to drive our vision for curriculum provision and delivery. Our goal is to offer a coherent, broad, balanced, relevant, differentiated and inclusive curriculum which aspires to respond to the UK and the UAE National Agenda both intelligently and creatively in order to ensure all our students receive a high-quality learning experience.

2. Aims:

The main aim of our curriculum is to ensure all students:

- enjoy school, are happy and fully engaged in learning
- aspire to have a successful adult and working life in a 21st century global society
- achieve success in their personal goals and exceed national standards in attainment and progression

We aim for the curriculum to take account of:

- The differing needs and cultural backgrounds of our students and school community
- The UAE National Agenda and local priorities
- National Curriculum programmes of study

3. Policy Statement:

3.1 Our curriculum is the vehicle that:

- Develops confident and successful individuals who enjoy learning, make ambitious progress and achieve high quality and meaningful qualifications
- Teaches students the basic skills of English, Maths, and ICT in an integrated way wherever possible
- Enables all students to develop their skills to the best of their ability and talent, therefore we value creativity, sport, music, dance, drama and art
- Enables all students to learn Arabic and develop an understanding of Islamic culture and values
- Promotes a positive attitude towards learning, so that students enjoy coming to school, and acquire a solid basis for lifelong learning
- Arouses a sense of curiosity and wonder about the wider world and other cultures
- Enables students to be healthy individuals who appreciate the importance of a positive, healthy lifestyle
- Enables students to be creative and to develop their own thinking and leadership capabilities
- Teaches students about the developing world, global issues and to value and respect their environment
- Develops responsible citizens who make a positive contribution to society including their local community and the wider international world in which they exist

- Teaches students to have an awareness of their own moral development, and to distinguish right from wrong
- Ensures students understand the importance of truth, fairness, and equal opportunities for all by embedding Fundamental British Values—democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs—and by reflecting the Protected Characteristics outlined in the Equality Act 2010 (as relevant to UAE law) throughout the curriculum, promoting respect for and celebration of diversity
- Enables students to have respect for themselves and high self-esteem, and to live and work cooperatively with others
- Enables students to develop 21st century skills and themes in crosscutting competency areas such as problem solving, critical thinking, innovation, teamwork, cultural competence, interactive communication, technology, and systems thinking that is needed to succeed in school, work, and life.
-

3.2 Organisation and Design

- We ensure that our students' needs and interests drive our curriculum provision. Whilst confirming our commitment to the broad and balanced principles of the National Curriculum for England, we also celebrate our international context and use our specialisms to drive excellence and innovation. As such, gaps analysis following international assessments has led to the curriculum being expanded to ensure students have every opportunity to achieve success.
- The curriculum is organised to fulfil the requirements of KHDA and the MoE and, as such, is not textbook driven
- The curriculum covers key skills, including life skills, set within a clear learning journey which gives purpose and relevance to real life
- The curriculum is coherent, continuous, and progressive, building on the experiences in the Foundation Stage, through Primary and into Secondary the school follows the National Curriculum for England supplemented by the UAE's education expectations and requirements. At Key Stage 4, students avail from a combination of GCSE, IGCSE and BTEC vocational courses and at Key Stage 5; A level, International A level qualifications and BTEC Level 3 qualifications make up the option subjects for students
- As part of our curriculum, we promote British values such as the rule of law, mutual respect and tolerance which link with the Islamic Values that are taught in school
- The curriculum is planned for high levels of student engagement and enjoyment where there are opportunities for students to steer their own learning and make choices
- The curriculum provides opportunities for students to learn through investigation and inquiry
- Opportunities for enterprise, innovation, creativity, and social contribution are embedded through all curricular areas
- The curriculum in Primary is delivered via well planned and engaging cross curricular themes which challenge all students whatever their ability or starting points
- In Primary, the school is flexible in its approach to some subject time allocations allowing teachers to use their professional judgement based on the needs of the students. Subjects may be integrated or blocked to suit the best method of delivery to ensure maximum student learning

- The curriculum at Key Stage 3 prepares students to make informed and appropriate choices as they are guided towards a more personalised curriculum at Key Stage 4 which meets their individual needs and aspirations. There are clear pathways through from Key Stage 1 to Key Stage 4 that purposefully build schemas of learning.
- Our commitment to providing a curriculum which reflects the English Baccalaureate range of subjects means that most students take at least one Modern Foreign Language at GCSE level and either History or Geography.
- Whilst we provide extensive individual and small group support, particularly for students with SEND, those for whom English is an additional language and Gifted and Talented students, our curriculum celebrates inclusion, and we firmly believe that our diversity as a school ultimately enriches and enhances our curriculum for the benefit of all
- If it is necessary to modify a child's access to the curriculum, to meet their needs, then we do this only after their parents have been consulted
- The school curriculum is not narrowly constrained within formal lessons but extends to many extra-curricular opportunities. All students have access to and are actively encouraged to take part in an extensive programme, which seeks to extend their learning and broaden their life experiences to promote personal growth and development
- PSHE strands are covered throughout the curriculum and specifically through the wellbeing curriculum with objectives met at every age and stage of a student's journey throughout the school and are built upon to ensure that students are taught to be safe, healthy and prepared for life's opportunities
- Opportunities to enrich the curriculum are offered through initiatives and projects, including field trips, theme days, enrichment days and visitors who are welcomed into the school
- Secondary students and their families receive accurate, up-to-date, and impartial careers guidance from Year 7 onwards, enabling them to make informed decisions about their future education, training, and employment pathways.

4. Roles and Responsibilities:

The Senior Leadership team is responsible for ensuring that all statutory elements of the curriculum are met and in compliance with local regulations.

The Subject Leads and Heads of Department, with the support of the Senior Leadership Team, are responsible for designing and maintaining a dynamic curriculum. This curriculum undergoes a rigorous and calendared cycle of monitoring, evaluation, and review to ensure it remains relevant and meets the diverse needs of all learners at Dubai British School Jumeirah Park.

Staff engage in continuous professional development to stay current with ongoing changes and requirements from the UK, KHDA, and the Ministry of Education. This commitment ensures that our educators are equipped to adapt to curriculum modifications and deliver high-quality instruction that prepares students for success in an evolving educational landscape.

Teachers are responsible for implementing this policy and for planning and delivery of detailed units of work and individual lessons.

5. **Applicable to:**

All members of the school community.