Nurture
Lifelong
Learning

AGS Curriculum Policy

This procedure is reviewed annually to ensure compliance with current regulations.

Approved/reviewed by	Andrew Wilson
Date of review	August 2026
Date of next review	August 2028

We aspire to be an inclusive, world class school of choice for parents in Dubai, where every student is happy, positive, and thriving academically, socially, and emotionally.

1. Rationale

At Arcadia Global School (AGS) we are dedicated to fostering a dynamic, inclusive, and future-focused learning environment. Our curriculum is designed to inspire curiosity, promote critical thinking, and nurture every student's lifelong love of learning. By fostering comprehensive development, it enables students to reach their fullest potential and equips them with the knowledge, skills, and understanding needed to navigate an increasingly globalised and competitive world. Inspired by Maslow's Hierarchy of Needs, we recognise that students' basic, psychological, and self-fulfilment needs must be met to support their academic and personal growth. By enriching the curriculum holistically, we address the whole student—nurturing intellectual, social, and emotional well-being. Our curriculum programme ensures that students form positive relationships, develop a transferable skill set, and gain exposure to unique and enriching opportunities. This approach provides a foundation for self-actualisation, helping each learner discover their purpose and thrive in all aspects of life. The curriculum is designed and developed to be inclusive, engaging, challenging and aspirational with a wide range of subjects and pathways for students to find their passions and interests.

Parental and community engagement is integral to our educational approach. We believe that fostering strong partnerships with families and the local community enriches student learning experiences and supports well-being. Through regular communication, workshops, and collaborative projects, we aim to create a supportive network that enhances cultural awareness and promotes global citizenship

2. Purpose and Aims

We encourage and promote a knowledge-based, spiral curriculum that incrementally deepens student understanding of disciplines, and caters for the age, aptitudes and needs of all students. Our purpose is:

- To identify, nurture, and harness each child's unique talents and potential, fostering confident, resilient, and enquiring learners.
- To provide an innovative and dynamic learning environment where students feel inspired, challenged, and united in achieving excellence.
- To equip students with essential knowledge and skills, including English and Maths, preparing them for adult life and a rapidly evolving technological world.
- To develop lively, enquiring minds, encouraging rational questioning, critical thinking, and effective application of skills.
- To ensure continuity and progression across all educational phases, enabling students to make informed and appropriate choices for their future.
- To maintain high expectations and standards, cultivating self-discipline and a passion for lifelong learning.
- To offer a wide range of opportunities for students to excel academically, socially, and personally.
- To build a strong sense of community, engaging students, staff, and parents in the school's life and learning journey.

We Aim to Instill:

- A love and passion for lifelong learning
- A sense of wonder, curiosity, and respect for the world around them
- Strong problem-solving skills
- Commitment to academic excellence
- Pride in personal and collective achievements
- Social, moral, spiritual, and cultural awareness
- Strong character development, fostering resilience, integrity, and a sense of responsibility
- Independence and self-motivation
- High expectations of themselves and others
- Respect, trust, and empathy

3. Curriculum Content and Objectives

At AGS, we promote effective learning and provide the highest quality of teaching. We believe that every student deserves an opportunity to achieve their best and that the highest quality of teaching is essential to achieve effective learning. High-quality teaching and effective learning occur when teachers focus on key areas: Planning and preparation; personal relationships; and appreciation of each student's abilities and potential.

We provide a high-quality curriculum, appropriate and relevant to our students' needs. The curriculum taught at AGS is based on the National Curriculum for England. The curriculum is adapted, where appropriate, to reflect the needs of students at AGS. The result is that the curriculum taught at AGS is balanced, broadly based and promotes the students' intellectual, moral, cultural and physical development with international mindedness, as well as having AGS and British culture values at its core. It aims to prepare students for the opportunities, responsibilities and experiences of adult life.

3.1 Early Years Foundation Stage

In the Early Years at AGS, our EYFS curriculum is thoughtfully designed using the learning statements from *Development Matters in the Early Years Foundation Stage (2021).* It is carefully adapted to meet the individual needs of our diverse cohort of international students. Teachers and students collaborate to select six overarching topics, each explored over a half term. These topics break down further into six sub-topics, which are investigated within both FS1 and FS2. This structure allows for a more in-depth exploration of key concepts and skills at each developmental stage. To nurture students' natural curiosity, core texts are refreshed every two to three weeks, providing new perspectives and enriching the learning experience. These topics cover all 7 areas of learning through engaging, play-based experiences that foster curiosity and creativity.

Our approach emphasises **active learning** and **guided discovery**, forming the foundation for outstanding practice in EYFS. Both indoor and outdoor learning environments are carefully designed to meet the unique interests and learning styles of each child. These spaces allow students to apply key skills and knowledge gained in the classroom to various areas, fostering independence, imagination, and problem-solving abilities. Through this play-based approach, students become active participants in their own learning journeys. They develop essential skills in building, creating, designing, and analysing, naturally growing into confident risk-takers with resilience and adaptability. This foundation supports the development of lifelong learning skills as students explore their own ideas and theories. Additionally, early exposure to technology and computing helps students begin acquiring essential digital literacy skills, preparing them for future success.

3.2 Key Stage One and Key Stage Two

In Year 1 at AGS, the curriculum is thoughtfully designed to build on the strong foundation established in the EYFS. It follows a similar approach, placing students at the centre of the learning process and incorporating engaging, play-based experiences. However, students transition to the Year 1 Programme of Study from the National Curriculum, ensuring a seamless progression. This structure supports their continued development by fostering curiosity, creativity, and critical thinking while introducing more structured learning opportunities aligned with national educational standards.

Students in Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3, 4, 5, and 6) follow the National Curriculum for England. At AGS, we enrich the curriculum through our AGS Toolkit, which prepares students for future success as global citizens. This toolkit focuses on key areas such as social enterprise and financial literacy through our Junior MBA Programme, alongside self-actualisation and personal well-being through our bespoke Posana Programme. Additionally, students engage in Quest, which explores global languages, food, and nutrition, fostering a deeper understanding of the world and promoting holistic development.

Curriculum	Subject	Year groups
National Curriculum of England	English	Year 1 - Year 6
	Mathematics	
	Science	
	Physical Education Including Swimming	
	Computing	
	Art	
	Music	
	Humanities (Global Explorers)	
	STREAM	
UAE Ministry of Education Curriculum	Arabic A (Arab national students- Delivered in Arabic)	
	Arabic B (Non-Arab students- Delivered in English),	
	Islamic Studies A (Arab Muslim Students delivered in Arabic	
	Islamic Studies B	
	Moral Social and Cultural Studies (MSCS)	Year 2 - Year 6
	Modern Foreign Languages (French)	Year 4 - Year 6
AGS Curriculum Enhancement Tool Kit	Posana	Year 1 - Year 6
	Quest	Year 2 & Year 3
	JMBA	Year 4 - Year 6

The curriculum is organised around a central, engaging question each half term, which serves as the main theme and is directly linked to the Global Explorers objectives for each year group. These transdisciplinary themes allow students to make connections between subjects, helping them to develop a deeper, more meaningful understanding of the National Curriculum content. By integrating different areas of learning, students are encouraged to see how subjects relate to one another and holistically apply their knowledge.

3.3 Teacher Planning Expectations

Teachers at AGS are committed to delivering well-structured, engaging learning experiences. This involves thorough planning in key areas:

- **Long-Term Planning:** Outlines the overall learning objectives and themes for the academic year, ensuring comprehensive coverage of all areas of learning.
- **Medium-Term Planning:** Ensures a balanced, theme-based approach across all learning areas, providing a clear framework for each term.
- **Short-Term Planning:** Focuses on detailed weekly and daily lesson plans, tailored to meet the immediate needs and interests of the children.
- **Individual Timetable Planning:** Tailored to support the unique developmental needs and interests of each child.
- **Enhanced Provision Planning (FS and Year 1):** Focuses on child-initiated learning, allowing students to take ownership of their educational journey.

3.4 Key Stage Three

At AGS, we follow the National Curriculum for England and Wales, adapting it where necessary for the local context and the needs of our students. We offer a broad range of subjects including English, math, science, history, geography, modern foreign languages, art and design, physical education, POSANA (PSHE) and computing. Alongside these subjects we comply with the UAE guidance of offering Arabic and Islamic, both as A and B levels, and Moral, Social and Cultural Studies fostering an enrichment understating of the local context. Furthermore our students exposed to curriculum enrichment activities such as Senior MBA and our extensive ECA Programme.

Curriculum	Subject	Year groups
National Curriculum of England	English	Year 7 & Year 8
	Mathematics	
	Science	
	Physical Education Including Swimming	
	Computing	
	Art	
	Music	
	Geography	
	History	
UAE Ministry of Education Curriculum	Arabic A (Arab national students- Delivered in Arabic)	
	Arabic B (Non-Arab students- Delivered in English),	
	Islamic Studies A (Arab Muslim Students delivered in Arabic	
	Islamic Studies B	
	Moral Social and Cultural Studies (MSCS)	
	Modern Foreign Languages (French)	
AGS Curriculum Enhancement Tool Kit	Posana	
	Careers (included within Posana)	
	Senior MBA	

3.5 Key Stage Four

At AGS, we will offer a broad range of subjects that will offer our students a choice of pathways at post-16 and beyond. We will offer a GCSE/IGCSE at Key Stage 4 and will use a combination of exam boards such as CAIE and Edexcel alongside alternative pathways for students unable to access the curriculum. At Key Stage 5 we will offer the A Level pathway. The A Levels will again use a combination of exam boards specification. All subjects will be guided by the specifications in terms of scope and sequence, as well as assessment.

3.6 Moral Social and Cultural Studies

At AGS, the curriculum integrates Moral, Social, and Cultural Studies (MSCs), which includes Moral Education, Social Studies, and Personal, Social, Health, and Economic Education (PSHE). Moral Education is guided by a directive from the Crown Prince's Court in Abu Dhabi and focuses on developing young people of all nationalities in the UAE by instilling universal principles and values.

This programme aims to ensure a holistic approach to education, promote character-building, encourage healthy choices, and provide active learning beyond the classroom. The curriculum is structured around four pillars: character and morality, the individual and the community, civic studies, and cultural studies, blending academic content with ethical exploration.

In addition, Social Studies draws from the Ministry of Education's curriculum and incorporates history, geography, science, and National Education to provide students with a deep understanding of the Arab World and the UAE. The subject explores the geography of the UAE, Islamic countries, and their global connections, helping students understand both the past and present while preparing for the future. Knowledge and skills in Social Studies are consolidated through project work, which fosters information literacy and the development of Emirati identity.

MSCs enable students to make meaningful connections between moral, social, and cultural concepts and apply them in real-life contexts. This subject is taught from Year 2 through to Year 8, and UAE moral and cultural links are woven into other areas of our curriculum, such as Posana. Through this integrated approach, we empower students to become responsible, informed, and compassionate global citizens, aware of their roles as future UAE citizens and members of the global community.

4. Legislation and Guidance

The policy reflects the requirements of the National Curriculum Programme of Study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality set out in the Dubai Inclusive Education Policy Framework and refers to curriculum-related expectations of governing boards set out in the UAE Schools Inspection Framework.

5. Inclusion

Arcadia School is committed to providing all students with an outstanding educational experience and believes that all students have learning potential and the right to education in a common learning environment. A key objective at Arcadia is to provide a personalised learning journey for students who are identified as a Student of Determination and celebrate key milestones along that journey.

5.1 English Language Learners

Arcadia welcomes learners with English Learners Language (ELL). They are students who do not speak any English or whose English is limited which prevents them from both socialising within the school community and accessing the school curriculum. At Arcadia, ELL learners are assessed at the earliest opportunity using WIDA, which assesses both social and academic English language proficiencies. The academic English language includes Language Arts, Mathematics, Science and Social Studies. Following the assessment, the ELL learners are identified and grouped according to their linguistic needs, whether they were basic communicative needs (BICS: Basic Interpersonal Communication Skills) or age-appropriate academic needs (CALP: Cognitive Academic Language Proficiency).

The ELL Provision is given in one or all of the following three forms according to the learners' needs and the outcomes of the WIDA Assessment: in-class support (push-ins); out-of-class interventions (pull-outs); and 1-to-1 sessions. It is also designed to develop the English language proficiency levels that focus on:

- Phonology: the sound system of English
- Morphology: the forms and formation of words
- Syntax: the rules and structure of the English language
- Semantics: the meaning of language including general vocabulary and academic terminology
- Language functions: the purpose of the use of specific language
- Pragmatics: the appropriate use of the English language in various contexts to adapt and adjust with the ELL learners' language development, the ELL provision changes with every assessment cycle and ILP review.

5.2 Exceptional Learners

At Arcadia Global School (AGS), we are committed to ensuring that every student, especially those identified as gifted or talented, receives the tailored support needed to reach their full potential. Recognising that such students are at risk of educational exclusion, as highlighted by the KHDA, we have developed a comprehensive **Exceptional Learners Programme** in alignment with our Exception Learners Policy. This programme ensures that gifted students are accurately identified and provided with rigorous, inclusive educational experiences that foster their exceptional abilities.

Using a combination of externally and internally tracked data—such as CAT4 assessments and standardised evaluations—we identify students exhibiting exceptional cognitive abilities or specific talents. Once identified, students are categorised according to their unique needs and strengths, with tailored plans ensuring their educational journey is

appropriately challenging. Differentiation strategies, aligned with Bloom's Taxonomy, are embedded in our planning and teaching to provide stretch and challenge activities that stimulate higher-order thinking. Individualised targets and enrichment opportunities further support their academic and personal growth.

Our **Exceptional Learners Programme** incorporates a range of personalised learning approaches and instructional strategies, ensuring these students thrive within an inclusive, engaging, and supportive environment. By nurturing their intellectual, social, and emotional development, AGS prepares exceptional learners not only for academic excellence but also for responsible and impactful contributions to the world.

6. Enrichment Programme

Through an extensive and comprehensive extracurricular programme, offered within the extended school day, the school will aim to build confidence and create character, leadership and a spirit of adventure amongst the students. It will encourage pupils to engage in an extra-curricular programme that will give them the experience of leadership and adventure, service to the community, and creative/cultural activities.

6.1 Social Enterprise- Junior MBA

The Junior MBA programme is a 12-week programme designed to deliver an MBA-style curriculum to primary school students. The essence of the programme is to deliver MBA modules to students aged from 6-11 years old with four learning goals:

- To encourage students to think critically
- To provide basic financial literacy skills to students
- To encourage collaboration among students
- To provide students the opportunities to learn through talk and to talk in accordance with the Oracy Framework

The Junior MBA programme was the creation of its founding teacher, Navin Valrani, Arcadia Education's award-winning CEO, who was not only educated in the finest business schools in the world but who has also successfully led several companies across a variety of industries.

The programme is considered essential for students as it provides them not only with financial literacy skills but also the basic tools of entrepreneurship that will serve them well in the long run. Due to the discussion-based nature of the class, the programme gives students the ability to think critically and encourages collaboration, to prepare students for their academic and personal journey ahead.

The course is taught in a discussion-based format by a specialist teacher and supported by Mr. Valrani. Students spend the first term of the course discussing theory. Term Two of the course explores real-world applications including interacting with relevant guest speakers, visiting companies and learning how to prepare and pitch a business plan in front of an engaged audience.

Only students at AGS are eligible to enroll in the programme. All AGS students from Year 4 through to Year 6 (ages 8-11) are required to take the course throughout the academic year. Year 2 and Year 3 students (ages 6-8) have taken part in an introduction to the programme in their weekly Quest lesson.

Key Topics of Study:

Entrepreneurship	Marketing	Finance	Accounting
• Idea Generation • Company Formation • Social Impact • Sustainable Development Goals (SDGs)	• The Marketing Mix • Branding • Social media (safeguarding concerns highlighted) • Preparing Pitch Decks • Presentation skills	• Fund Raising through Friends and Family • Commercial and Islamic Banking • Venture Capital • Stock Market (including exposure to live trading!) • Crowdfunding (including investing in real ventures!)	• Understanding Revenue and Expenses • Calculating Profit • Basics about Balance Sheets • Goodwill • Learning about the case study method

Senior MBA

The Senior MBA programme is designed to empower Secondary School students with a diverse set of skills essential for thriving in the ever-evolving landscape of entrepreneurship. From robotics to digital storytelling, social entrepreneurship to personal brand design, coding to digital publishing, and powerful presentation skills to money matters, our curriculum is crafted to provide students with a holistic understanding of the entrepreneurial ecosystem. Students will engage in hands-on learning experiences that not only enhance their technical proficiency but also foster critical thinking and problem-solving abilities. The program places a strong emphasis on practical application, ensuring that students are well-equipped to navigate the complexities of the business world.

6.2 Posana

Posana at AGS is strengthened by the Oxford International Curriculum for Well-being, which serves as a valuable tool to support and enhance our well-being programme. This internationally recognised framework focuses on nurturing personal and social development, emotional resilience, and mental health. By emphasising key areas such as self-awareness, self-regulation, empathy, and interpersonal skills, the Oxford Curriculum complements and enriches the core objectives of our Posana programme.

To further enhance learning, we bring in experts from various fields across Dubai and the UAE, integrating their insights into relevant topics such as, specialists like biohackers who offer unique perspectives on personal development and well-being. We also create connections to other aspects of the curriculum, ensuring that Posana themes are woven into broader subject areas. This interdisciplinary approach helps students see the real-life application of what they learn, encouraging them to explore and understand how well-being concepts relate to their daily experiences. Students take the knowledge and skills they develop through Posana and apply them beyond the classroom, using these insights to navigate challenges and opportunities in their lives outside of school.

Through the integration of the Oxford International Curriculum, Posana at AGS provides engaging lessons and activities that develop emotional intelligence, decision-making skills, and conflict resolution. Topics such as managing stress, embracing diversity, and building positive relationships are explored in depth, preparing students to navigate life with confidence, empathy, and resilience. The curriculum is made up of four closely interrelated strands. These cover a comprehensive set of knowledge and skills from psychology and the science of wellbeing, that students can apply in their lives today and in the future.

Taking care of the body	Taking care of the mind	Taking care of relationships	Taking care of self and the word
Students will learn how the body and mind are interrelated, and how taking care of their bodies helps them to take care of the overall wellbeing. They will also learn about the brain, focusing on neuroplasticity, and why it is important to understand that intelligence is not a fixed characteristic, but can be developed	Students will learn that our thoughts, feelings and emotions affect how we see the world, and understand that our minds need looking after in the same way that our bodies do. Students will be introduced to skills such as mindfulness, which can help us to train our minds, develop resilience, and respond skilfully in stressful situations.	Students will learn that a fundamental aspect of a happy life is developing positive relationships, and understand this in the context of our tribal past. The curriculum will also cover how to communicate more effectively with people, how to grow and maintain friendships and relationships with family, and how to navigate through life online in a healthy and sustainable way	Students will learn that having a clear sense of purpose is about knowing what is important to them and being consciously part of something bigger than themselves. They will reflect on what brings them joy, understand that they have strengths that they can develop, and start to think about their aspirations and set goals. Students will also reflect on the meaning of community and how they can positively contribute to the people and the world around them.

6.3 Quest

The Quest programme at Arcadia Global School offers a bespoke curriculum for Years 2 and 3, thoughtfully designed to foster cultural awareness and global citizenship. This unique programme includes specialised modules in global languages, food and nutrition, and Junior MBA. Through these diverse areas of study, students develop a deeper understanding of international perspectives, traditions, and values. By engaging with different languages and cuisines, they cultivate an appreciation for cultural diversity, while the JMBA module introduces foundational business and entrepreneurial skills. This holistic approach not only broadens their worldview but also instils a sense of responsibility and global mindedness, preparing them to thrive as empathetic and informed global citizens.

7. Roles and Responsibilities

7.1 The Senior Leadership Team

The Senior Leadership Team is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school as well as those stipulated by the National Curriculum of England and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements.
- The Academic Committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Academic Committee is advised on whole-school targets to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SOfD.

7.2 Year Leaders

The Year Leader Team is responsible for:

- Oversight and quality assurance of teaching, planning and assessment across the relevant year group.
- Maintaining oversight of the operational elements of the year group, including ensuring consistency in the approach amongst the team.
- Dealing with parent concerns and complaints about relevant year group
- Communicating key messages and expectations from senior management to all teaching staff.
- Maintaining oversight of data outcomes, intervention preparation and carrying out data discussions with teachers.

7.3 Subject Leaders

The Subject Leadership Team is responsible for:

- Oversight and quality assurance of teaching, planning and assessment across subjects.
- Maintaining oversight of data outcomes, intervention preparation and conduct data discussions with teachers.
- Instigate opportunities for Exceptional Learners to be extended.
- Standardisation and quality assurance of subject area.
- Professional development, action planning and improvement of the subject area.

8. Relevant Policies

Teaching and Learning Policy
Assessment Policy
Exceptional Learners Policy