



مدرسة ديرة الدولية
DEIRA INTERNATIONAL SCHOOL
FESTIVAL CITY

 Al-Futtaim Education Foundation

Curriculum Policy

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AIMS:

- Provide an agreed overview of our curriculum based on the National Curriculum for England and IB curriculum content
- Ensure curriculum coverage and delivery is consistent, challenging, progressive and balanced
- Raise attainment and maximise progress for all students
- An appreciation of British Culture and Values in keeping with the NCfE and does not undermine the fundamental UAE and British values of different forms of government, the rule of law, individual liberty.
- Encourages respect and tolerance for other people, in particular in regard to their protected characteristics, age, disability, religion, race, gender and beliefs.

LINK TO THE SCHOOL CORE VALUES AND AIMS:

This Curriculum Policy is aligned to the following Core Values and Aims:

- Promoting life-long learning.
- Encouraging creativity and global awareness through a holistic and nurturing curriculum.
- Addressing the individual needs of all students including special needs, gifted and talented and English language learners.
- Empowering students to achieve their academic potential.

OBJECTIVES:

- Lifelong learning is promoted through a creative, broad and balanced curriculum.
- Curriculum content and delivery is progressive.
- The needs of all learners are met through curriculum adaption and personalised learning targets.

CURRICULUM DESIGN

We provide an adaptive, challenging, and coherent curriculum underpinned by a clear rationale that aligns with our school vision and the UAE National Vision. Our carefully structured, broad, and balanced curriculum is both relevant and personalised, ensuring that all students are supported and challenged to achieve their full potential. The curriculum is designed to ensure a smooth progression of skills and knowledge, preparing students effectively for the next phase of their learning and beyond. Students are provided with opportunities to develop and apply their understanding through creative, innovative, practical, and real-life experiences. Learning is responsive to students' needs and interests, with clear evidence of progression and impact across all phases. Cross-curricular themes are systematically and innovatively planned to create meaningful learning opportunities that promote critical thinking, support the effective use of technology, and deepen understanding. This approach ensures a positive impact on student achievement, aspiration, and alignment with Emirate and national priorities.

PSHE

The PSHE (Personal, Social, Health, and Economic) curriculum is integrated across all key stages, ensuring age-appropriate learning that supports students' personal development, well-being and social responsibility. Closely aligned with the Moral, Social, and Cultural Studies (MSCS) curriculum, it promotes key themes such as physical and emotional health, relationships, tolerance and diversity, financial literacy, responsibility to our community, and global citizenship. Furthermore, the PSHE curriculum directly addresses topics such as personal wellbeing, relationships, economic understanding, and careers education, ensuring pupils are equipped for adult life in Britain.

This is supplemented through pastoral time, well-being lessons, assemblies, and key events. PSHE encourages respect for all individuals, with particular regard to the protected characteristics (age, disability, religion, race, gender, and beliefs), fostering an inclusive and respectful school environment. Discussions on current affairs, ethics, and moral responsibility help students understand

their roles as global citizens with an appreciation of British societal values. Additionally, the curriculum prepares students for the opportunities, responsibilities, and experiences of life in British society, equipping them with essential life skills, an understanding of democratic values, and the ability to contribute meaningfully to their communities. Through our student led approach and real-world applications, students develop empathy, ethical decision-making, and a strong sense of responsibility, preparing them to thrive in an interconnected world while embracing both local and global perspectives.

CURRICULUM ADAPTION

We pride ourselves on delivering a well-planned and integrated curriculum. Our carefully adapted and stimulating learning opportunities engage and challenge all students, including those with additional needs. The curriculum is motivating and diverse, reflecting our international student population. We further enrich this curriculum through the inclusion of essential UAE subjects, including Arabic, Islamic Studies, Moral, and Social Education, fostering a strong understanding of the local context. Our teachers are innovative, flexible, and creative in adapting the curriculum to support inclusivity, ensuring all students receive the support they need to achieve both their personal and academic goals. We provide continuous opportunities for students to reach aspirational targets through a wide range of creative, enterprising, and innovative learning experiences, including regular opportunities for social contribution. Students benefit from engaging and stimulating learning both inside and outside the classroom, including opportunities to work with the local community on purposeful and impactful projects. A wide range of extra-curricular activities further enables students to explore and extend their interests, ensuring every opportunity is provided for them to develop their knowledge and enjoyment. Our curriculum ensures that students develop a deep understanding and appreciation of the UAE.

Curriculum Rationale - Early Years Foundation Stage:

Our inspiring, challenging, and child-centred Early Years curriculum is based on the Early Years Foundation Stage Framework (EYFS), adapted to reflect UAE culture and heritage. It is delivered by a team of expert practitioners and specialist teachers in play-based learning, Physical Education, Arabic, and Phonics. In the Early Years, we prioritise the development of communication and language, personal, social and emotional development, and early literacy and numeracy skills, ensuring children build strong foundations for future learning. Cross-curricular themes are delivered in engaging and meaningful ways, promoting curiosity, critical thinking, and deep learning, supported by the effective use of digital technology. Our innovative indoor and outdoor learning environments provide stimulating, high-quality provision where children learn through play-based and problem-based experiences. These carefully designed spaces create opportunities for exploration, creativity, and real-life learning that are valued by children, parents, and staff. Teachers are flexible and responsive, adapting the curriculum to meet the diverse needs and interests of all learners. High levels of personalisation ensure inclusivity, while following children's interests promotes engagement and supports both personal and academic development. The curriculum is further enriched through the development of key learning behaviours, inspired by an IB skillset, where risk-taking is encouraged and mistakes are seen as valuable learning opportunities. Our learner mascots, such as Trying Troy and Have-a-go Hamdan, support the development of positive attitudes to learning. A wide range of enrichment opportunities further enhances the curriculum, including special events, trips, visitors, clubs, and peer-led experiences, ensuring learning is engaging, meaningful, and memorable.

Curriculum Rationale – Key Stage 1:

Our dynamic, challenging, and creative Key Stage 1 curriculum is based on the National Curriculum for England, adapted to reflect local culture and heritage. It is enriched by specialist teaching in Arabic, Physical Education, Performing Arts, Art, and Islamic Studies (for Muslim students) In Key Stage 1, we place a strong emphasis on developing core skills in reading, writing, and mathematics, alongside nurturing curiosity, independence, and a love of learning. Cross-curricular themes are delivered in engaging and meaningful ways, supporting the development of critical thinking and enabling children to make connections across subjects, with sustainability underpinning our approach. Our rich and varied curriculum provides opportunities for children to learn through practical, creative, and real-life experiences, both inside and outside the classroom. Teachers carefully adapt learning to meet the

needs of all learners, ensuring appropriate support and challenge. Personalisation is embedded within all lessons to help every child achieve their personal best while being encouraged to reach aspirational outcomes. A wide range of enrichment opportunities further enhance the curriculum, including special events, educational visits, visitors, clubs, and peer-led experiences, ensuring learning is memorable and meaningful.

Curriculum Rationale – Primary 2 (Key Stage 2):

Our dynamic, challenging and creative curriculum is based on the National Curriculum for England, modified to integrate aspects of local culture and heritage. Delivered by a team of expert practitioners and specialist teachers in Arabic, Physical Education, Computing, Performing Arts, Arts French and Islamic (for Muslim students). Cross curricular themes are innovatively delivered developing critical thinking skills, allowing for deep levels of learning across our wide variety of subjects and supported by the effective integration of technology and sustainability at the core of our ethos. Our rich and diverse curriculum give students opportunities to develop a wide range of skills and knowledge through creative, practical and real-life experiences, both inside and outside of the classroom. Teachers are flexible and creative when modifying the curriculum to support inclusivity and challenge, with high levels of personalisation embedded, providing students with the support required to achieve both their personal and academic goals and challenging students to achieve aspirational targets across the wide range of subjects on offer. Regular opportunities are provided for students to engage in creative, enterprising, real life and innovative learning opportunities, further enriched by special events, trips, visitors, clubs and peer led learning experiences.

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Curriculum Rationale - Key Stage 3:

Our dynamic, broad and inclusive curriculum is based on the National Curriculum for England, modified to integrate aspects of local culture and heritage. Delivered by a team of expert practitioners, educated at Degree level in their teaching subjects, students receive specialist educators in English, Maths, Science, Art, Computer Science, Design Technology, Drama, Humanities, Languages (Arabic and European), Music, and Islamic (for Muslim students).

Teachers are both flexible and creative when modifying the curriculum to support inclusivity, with high levels of personalisation embedded, providing students with the support required to achieve both their personal and academic goals and extending students to achieve aspirational targets across the wide range of subjects on offer. Our curriculum in KS3 is developed to stretch and challenge all our students and is based on a solid grounding of academic excellence. Here at DIS we place a huge emphasis on not ceiling student achievement.

Through our blended learning approach students will have the opportunity to become more independent and digital literate, whilst developing them into responsible global citizens of the future. We place the IB learner profile at the heart of our curriculum to ensure that each child becomes a well round individual as they move into the next stage of their educational journey and then into the world of work.

Our rich and diverse curriculum gives students opportunities to develop a wide range of skills and knowledge through creative, physical, practical and real-life experiences, both inside and outside of the classroom. Regular opportunities are provided for students to engage in creative, enterprising and innovative learning opportunities, further enriched by special events, trips, visitors, clubs and peer led learning experiences. We strongly believe that the experiences students receive outside of the classroom are just as important as those in it and are fundamental to developing our students.

Each year, our curriculum offer is reviewed rigorously to ensure that it is fit for purpose. Each subject undergoes a yearly review with a focus on Intent, Implementation and impact. The design of each curriculum is well thought through providing coherence across the curriculum. This allows authentic links to be made across subject areas which enhances the learning of students.

Curriculum Rationale - Key Stage 4 - IGCSE / GCSE

We offer Cambridge IGCSE, AQA GCSE, Oxford IGCSE and Edexcel IGCSE/ GCSE qualifications which offer an inclusive, broad and balanced range of subjects. We offer a mix of the (I)GCSE and traditional GCSE, depending on what is best for the individual needs of the subject area. The curriculum is enhanced by our extensive extracurricular activities and enrichment programmes that develop the whole child in areas of being a contributing and tolerant global citizen. We provide ample opportunities for students to learn outside the classroom. Our Key Stage 4 Curriculum ensures a seamless transition to the IBDP and IBCP programmes due to our focus on the IB learner profile skills at all Key Stages. We think it is important that students take formal external examinations at 16 years old that are written, marked and ratified by an examination board in the UK. Our (I)GCSE results give us the ability to benchmark ourselves against UK and international standards. We use (I)GCSE results to gauge school performance, and to evaluate the effectiveness of teaching and learning at DIS. The students' (I)GCSE grades in different subject areas assist in making informed subject choices at IB.

Curriculum Rationale - IB Diploma and IBCP:

We offer the IB Diploma, IB Careers-Related and the IB Courses programmes which offer a broad and balanced range of subjects. The three subjects chosen at the higher level for DP, offer the same academic depth as A levels. We think the IBDP is the most appropriate pre-university qualification for study at 16-18 years of age for DIS students. The international nature of the syllabi suits the mix of our student body, which is made up of over 80 nationalities. IBDP students apply to the top universities around the world and the qualification is known for its academic rigour and challenge. We believe that this broad and balanced pre-university curriculum ensures students continue to develop their native language and mathematical skills whilst developing broader and deeper subject knowledge in the Humanities, Sciences and Foreign Languages. There is a strong focus on developing study skills such as research and referencing. The CAS component ensures students develop as well-rounded and caring members of the global community. CAS links appropriately to the D of E award offered in the Secondary School and the CAS enrichment programme in the Primary School. The TOK course and Extended Essay develop principled thinkers who can inquire and question knowledge. We provide ample opportunities for students to learn outside the classroom such as attending the Model United Nations conferences around the world. The students receive career and university application guidance for any university of their choice around the world.

The IBCP offers a more specific tailored curriculum appropriate for those students who wish to follow a more vocational route to degree courses and the workplace. IBCP students spend a substantial amount of their time on work experience placements. The IB Courses Programme offers students an alternative route to university by completing individual certificates as per regular Diploma students, without completing the core components of Extended Essay and Theory of Knowledge.

LINKS TO OTHER POLICIES

This Curriculum policy should be read in conjunction with the Admissions, Assessment, Learning and Teaching, G&T and SEND policies.