

Nurture ~ Believe ~ Discover ~ Achieve

Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كومينيوتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

SCS Mandatory Subjects FS2-Year 13 Policy 2026-2027

Safa Community School Mandatory Subjects Policy

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1. Purpose

This policy outlines how Safa Community School (SCS) delivers all UAE Ministry of Education (MOE) mandatory subjects in full compliance with national curriculum requirements, including the KHDA's Mandatory Curriculum Requirements for Private Schools in Dubai, prescribed learning outcomes and time allocations. It ensures that the teaching and learning of Arabic, Islamic Education, Social Studies, MSCS and Moral Education meet MOE standards and expectations while aligning with SCS's vision, the Safa 6 and the Safa Blueprint.

SCS is committed to nurturing respectful, responsible, culturally aware young people who are rooted in UAE identity and prepared for future success.

2. Rationale

As a British curriculum international school in Dubai, SCS recognises that mandatory subjects play a vital role in shaping students' values, cultural understanding, heritage appreciation and national identity. These subjects deepen students' connection to the UAE while developing language proficiency, moral character, civic awareness and understanding of Islamic and national principles.

Mandatory subjects are central to our school mission to "enable students to have success today and be prepared for tomorrow."

3. Aims

Through this policy, SCS aims to:

- Ensure full implementation of MOE curricula, including required learning outcomes and standards.
- Guarantee high-quality provision of Arabic, Islamic Education, Social Studies, MSCS and Moral Education across all phases.
- Strengthen students' understanding of UAE culture, identity, heritage, values and national priorities.
- Provide a coherent, inclusive approach to teaching and learning aligned with the Safa 6 and the Safa Blueprint.
- Ensure appropriate challenge and strong progress for all learners, including native and non-native Arabic speakers.
- Strengthen language development and cross-curricular relevance, particularly vocabulary acquisition.

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- Promote respect, tolerance, responsibility and cultural awareness in all learning environments.

4. Mandatory Subjects at SCS

In accordance with MoE and KHDA requirements, SCS provides the following mandatory-subject pathways:

- Arabic A for students registered for the Arabic first-language pathway.
- Arabic B for students registered for the Arabic additional-language pathway.
- Islamic Education A for Muslim students registered for Arabic-medium Islamic Education.
- Islamic Education B for Muslim students registered for English-medium Islamic Education.
- UAE Social Studies and Moral Education for students following the Arabic first-language national curriculum pathway.
- Moral, Social and Cultural Studies (MSCS) for students following the non-Arabic national curriculum pathway.

Student placement is determined through official registration information, current MoE and KHDA requirements and, where appropriate, consultation with parents. Any internal grouping or support pathway does not replace the student's statutory curriculum entitlement.

Each subject is delivered according to the applicable MoE curriculum standards, approved resources, language of instruction requirements and required instructional time.

5. Language of Instruction

- Arabic A, Islamic A and UAE Social Studies and Moral Education are taught in Arabic.
- Arabic B, Islamic B and MSCS are taught in English.

6. Curriculum Compliance

SCS implements the relevant MoE and KHDA requirements for each mandatory subject and phase. Arabic provision extends from FS2 to Year 13. Islamic Education is provided for Muslim students across the applicable year groups. Integrated Social Studies foundations are introduced in FS2 and Year 1, followed by formal UAE Social Studies provision from Years 2–10. Moral Education and MSCS are delivered across the year groups required by the current

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national framework.

Curriculum provision includes:

- Required learning outcomes and standards.
- Age and phase appropriate progression.
- Required curriculum content and thematic units.
- Approved resources.
- Appropriate assessment and reporting.
- The required language of instruction and instructional time.

Where national requirements are updated, the most recent MoE or KHDA guidance takes precedence and school documentation is amended accordingly.

7. Inclusion

SCS is committed to providing full access to all mandatory subjects for students of determination. Teachers adapt planning, resources and assessment to support diverse needs, in line with the SCS Inclusion Policy.

8. Teaching & Learning Expectations

Teaching and learning in mandatory subjects follow the SCS Learning & Teaching Policy. Teachers must:

- Use the Safa 6 as the foundation for high quality instruction.
- Plan and deliver adaptive, challenging, student centred lessons.
- Embed the non-negotiables of the Safa Blueprint: clear objectives, success criteria, modelling, talk for learning and purposeful practice.
- Ensure lessons meet the needs of all learner groups, including Arabic A, Arabic B, Muslim students, SEND and high-attaining students.
- Promote UAE values, respect, tolerance, responsibility and cultural understanding.
- Use effective questioning, modelling, scaffolding and feedback to deepen learning.
- Explicitly teach vocabulary and language for learning, especially in Arabic, MSCS and Social Studies.
- Encourage critical thinking, collaboration and meaningful application of learning.

9. Safa 6 and Safa Blueprint Alignment

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Mandatory subjects explicitly embed:

Safa 6

- Challenge and high expectations
- Purposeful and adaptive planning
- High-quality modelling and explanation
- Assessment for learning
- Positive relationships and behaviour
- Language-rich instruction

Safa Blueprint

- Clear learning purpose and success criteria
- Student dialogue and collaboration
- Mastery and reasoning opportunities
- Personalised challenge
- Appropriate use of technology

10. Early Years Mandatory Subjects Provision (FS2 to Year 1)

This policy outlines how Safa Community School (SCS) delivers all UAE Ministry of Education (MOE) mandatory subjects in full compliance with the Mandatory Curriculum Requirements for Private Schools in Dubai 2025-2026 and the KHDA Guidelines on national mandatory subjects, including the prescribed MOE curriculum standards, learning outcomes and time allocations. It ensures that the teaching and learning of Arabic, Islamic Education, Social Studies, MSCS and Moral Education meet national requirements and expectations while aligning with SCS's vision, the Safa 6 and the Safa Blueprint.

- Arabic is delivered through a balanced combination of direct teacher led instruction, purposeful curriculum integration and child initiated learning. This enables children to acquire and apply language through meaningful, engaging and age appropriate experiences.
- Teacher led sessions introduce and develop key vocabulary, sounds, letters and simple language structures. Students are given regular opportunities to practise Arabic through songs, stories, role play, movement, games and interactive activities.
- The Arabic curriculum supports clear progression in listening, speaking, reading, writing and phonological awareness. Learning builds on each child's starting point, with appropriate support and challenge provided according to their prior experience of

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Arabic.

- Arabic is purposefully integrated across the wider curriculum and continuous provision. This provides regular opportunities for students to hear, use and apply Arabic beyond discrete lessons and to make meaningful connections across their learning.
- Islamic Education is delivered through dedicated, age appropriate learning experiences. Teaching develops children's understanding of Islamic values, beliefs, practices and positive character, with provision differentiated appropriately for Islamic A and Islamic B students.
- In FS2 and Year 1, Muslim students receive dedicated Islamic Education provision differentiated appropriately for Islamic A and Islamic B. Islamic A is delivered in Arabic and Islamic B is delivered in English. Where Islamic A and Islamic B are taught simultaneously within an inclusive Early Years environment, planning, staffing and resources ensure that both groups receive their appropriate curriculum and language entitlement. Non Muslim students continue with planned Arabic learning during Islamic Education sessions.
- Social Studies is integrated meaningfully across the Early Years curriculum. Children develop an age-appropriate understanding of the UAE, including its culture, heritage, traditions, communities, environment and national identity.
- Meaningful links between Arabic, Islamic Education, Social Studies and Emirati culture are embedded across teaching, continuous provision, celebrations and wider learning experiences.
- Classroom environments are intentionally language rich and culturally responsive. Arabic print, visual prompts, stories, artefacts and interactive resources promote curiosity, reinforce learning and encourage the spontaneous use of Arabic.
- Student progress is monitored through ongoing observational assessment and evaluated against the relevant MOE learning outcomes. Teachers track individual development carefully and use this information to adapt provision, address gaps and provide appropriate support and extension.
- Teaching schedules clearly document the required Arabic exposure, structured teacher-led learning and Islamic Education entitlement. These schedules are retained as evidence of compliance and are reviewed by school leaders.

11. Assessment & Tracking

Assessment in all mandatory subjects aligns with MOE and KHDA requirements and SCS systems. This includes:

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- Formative assessment in every lesson
- Summative assessments aligned to MOE standards
- Subject specific moderation, including Arabic language skills, Qur'anic recitation, Islamic knowledge and understanding, Social Studies and MSCS projects, presentations and performance tasks.
- Rubric based assessment in MSCS and Social Studies
- Evidence collected through books, digital learning, and performance tasks
- Termly data analysis to identify gaps and next steps
- In FS2 and Year 1, assessment is primarily observational and is aligned with the relevant MoE and KHDA learning expectations. Assessment evidence is used to identify starting points, monitor progression and plan appropriate support and challenge

Accuracy of assessment is a priority, ensuring data meaningfully reflects student learning and informs teaching.

12. Home Learning

Home learning reinforces key vocabulary, recitation, reading and conceptual understanding. Tasks are purposeful, aligned to MOE outcomes and appropriate for the age and ability of learners.

13. Roles & Responsibilities

Senior Leadership Team

- Ensure compliance with MOE and KHDA expectations
- Oversee quality assurance and standards
- Monitor progress through learning walks, book reviews and data analysis

Heads of Department

- Lead curriculum development and implementation
- Provide coaching, modelling, training and planning support
- Ensure assessment accuracy and moderation

Teachers

- Deliver lessons aligned with MOE standards and Safa expectations
- Maintain accurate assessment records

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- Engage in ongoing CPD and collaborative planning

Students

- Participate positively, respect subject content and uphold SCS values
- Demonstrate pride in UAE identity

Parents

- Support attendance, home learning and language development
- Engage with events celebrating UAE culture and values

14. Learning Environment & Resources

SCS provides:

- MOE approved books, digital tools and supplementary resources
- Learning environments that reflect UAE culture, identity and national values
- Access to Qur'anic, Hadith and Islamic materials aligned with MOE expectations
- Technology that enhances engagement, creativity and collaboration

Teachers select resources that support comprehension, language acquisition and cultural understanding.

15. Safeguarding and Cultural Sensitivity

All content is delivered in a culturally sensitive, age appropriate and respectful manner. Mandatory subjects adhere to UAE laws, national values and safeguarding expectations.

16. Monitoring & Evaluation

Quality assurance includes:

- Learning walks
- Book scrutinies
- Pupil voice
- Curriculum reviews
- Assessment analysis
- Coaching and feedback

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- Line leader and subject leader meetings

Findings inform professional development and whole-school priorities.

17. Communication with Parents

SCS communicates progress in mandatory subjects through reports, parent meetings, learning showcases and digital platforms. Parents are encouraged to support cultural understanding and language development at home.

18. Next Review Date

June 2027

See also:

- [KHDA Mandatory Curriculum Requirements for Private Schools in Dubai 2025-2026](#)
- [KHDA Policy on Arabic Language Provision in Early Childhood Education \(Birth to Six Years\)](#)
- [MOE Mandatory Subjects Guide in Private Kindergartens](#)
- SCS Arabic Language Policy.
- SCS Islamic Education Policy.
- SCS MSCS, Social Studies and Moral Education Policy.
- SCS Learning and Teaching Policy.
- SCS Assessment Policy.
- SCS Feedback Policy.
- SCS Inclusion Policy.