SAFA COMMUNITY SCHOOL



Year 7 Parent Handbook

2026 - 2027

Welcome Message

A warm welcome to all students and families, new or existing joining the Secondary phase of the school. We are excited get to know all students better during this transition phase. At Safa Community School we have developed a comprehensive programme that ensures all students settle in and feel part of the 'Safa' family.

The transition from Primary to Secondary school is an exciting milestone, bringing with it new opportunities, new experiences and the chance for every student to discover their strengths and passions. At Safa Community School, we are proud to offer a broad and balanced curriculum that challenges, inspires and prepares students for the future. Supported by extensive facilities, specialist teaching spaces and a wealth of enrichment opportunities, our students are encouraged to explore their interests, develop new skills and thrive both inside and outside the classroom. Whether their passions lie in academics, sport, the arts, leadership or service, we are committed to helping every child find their place and achieve their potential.

As students begin their secondary journey, our priority is to ensure they feel confident, comfortable and safe. We understand that moving to secondary can feel daunting at first, which is why our nurturing and inclusive ethos sits at the heart of everything we do. Guided by our values of respect, responsibility, resilience and kindness, we create an environment where students feel known, valued and supported. We want every child to have the confidence to take risks in their learning, embrace new challenges and understand that growth comes from stepping outside of their comfort zone.

Safa Community School is more than just a school; it is a caring family community where strong relationships between students, staff and parents enable young people to flourish. We believe that success is measured not only by academic outcomes but also by the character, confidence and compassion our students develop along the way. We look forward to working in partnership with you throughout this important stage of your child's education and are excited to see them grow into confident, capable young people who are truly prepared for the future.



Emmet Glackin
Secondary Headteacher

Senior Leadership Team



Head of Secondary

Mr. Emmet Glackin

eglackin@safacommunityschool.com



Deputy Headteacher Pastoral & Wellbeing

Mr. Mathew Ashton

mashton@safacommunityschool.com



Deputy Headteacher Academic Standard & Curriculum

Ms. Adrianne Deacon

adeacon@safacommunityschool.com



Deputy Headteacher Learning & Teaching

Mr. Oliver Lukeman

olukeman@safacommunityschool.com



Assistant Headteacher Sixth Form

Ms. Jennifer O'Donnell

jodonnell@safacommunityschool.com



Assistant Headteacher Key Stage 4

Ms. Hannah Lunt

hlunt@safacommunityschool.com



Assistant Headteacher Key Stage 3

Ms. Kirsty Valentine

kvalentine@safacommunityschool.com



Assistant Headteacher Learning, Teaching & AI

Ms. Claire Davis

cdavis@safacommunityschool.com



Assistant Principal Mandatory Subjects

Ms. Louise Rolfe

Lrolfe@safacommunityschool.com



Senior Teachers



Second in charge Sixth Form

Mr. Nick Makin

nmakin@safacommunityschool.com



Assesment Coordinator

Mr. Mathew Hering

mherring@safacommunityschool.com



Head of Inclusion

Ms. Aoife Orr

Aorr@safacommunityschool.com



Exams Officer

Mr. Will Fraser

wfraser@safacommunityschool.com



Head of Whole School Islamic

Mr. Feras Al Tahaineh

faltahaineh@safacommunityschool.com



Head of Whole School Arabic

Ms. Rehab Khalifa

rkhalifa@safacommunityschool.com



Emirati Staff Training & Deployment

Ms. Ashley Creedon

racreedon@safacommunityschool.com

Inclusion Team

At Safa, our highly inclusive ethos drives everything that we do. They provide tailored interventions, in-class support, and adapted resources to help every student thrive.
By working closely with teachers, they develop and implement inclusive teaching strategies and a supportive learning environment. Their role is crucial in promoting equity, confidence, and success for all learners.

Please get in touch with our inclusion team if you need support for your child or any SEND information.



Head of Inclusion

Ms. Aoife Orr

akillane@safacommunityschool.com



KS3 SENDco
Year 7 to Year 9

Ms Finola Mulvey

fmulvey@safacommunityschool.com



KS4 & KS5 SENDco
Year 10 to Year 13

Ms. Lyndsay Kelly

lrkelly@safacommunityschool.com

Pastoral Care



Head of Year 7
Ms. Jade Scott
jadescott@safacommunityschool.com



Deputy Head of Year 7
Mr. Montell Lowe
mlowe@safacommunityschool.com



Head of Year 8
Ms. Alexandra Hay
ahay@safacommunityschool.com



Deputy Head of Year 8
Mr. Blake Bissell
bbissell@safacommunityschool.com



Head of Year 9
Ms. Gemma Blackburn
gblackburn@safacommunityschool.com



Deputy Head of Year 9
Mr. Cathal McArdle
cmcardle@safacommunityschool.com



Assistant Headteacher Key Stage 3
Ms. Kirsty Valentine
kvalentine@safacommunityschool.com



Strategic Pastoral Lead KS3
Mr. Micheal Brady
mbrady@safacommunityschool.com



School Counsellor
Ms. Lucinda Hutchins



School Counsellor
Ms. Emily Allen

SAFA COMMUNITY SCHOOL

SECONDARY SAFEGUARDING TEAM



MATHEW ASHTON

Designated Safeguarding Lead



LEANNE FRIDD

Principal



MICHAEL DAVIES

Vice Principal



EMMET GLACKIN

Headteacher of Secondary



OLIVER LUKEMAN

Deputy Headteacher Secondary Learning and Teaching



ADRIANNE DEACON

Deputy Headteacher Secondary Curriculum and Assessment



KIRSTY VALENTINE

Assistant Headteacher Key Stage 3



HANNAH LUNT

Assistant Headteacher Key Stage 4



JENNIFER O'DONNELL

Assistant Head of Sixth Form (Key Stage 5)



NICHOLAS MAKIN

Second In Charge of Sixth Form and Strategic Lead for Secondary Pastoral



AOIFE ORR

Head of Inclusion - Senior Leader



MICHAEL BRADY

Strategic Pastoral Lead Key Stage 3

2026-2027

Safa Community School
Parent Portal



Parent iSAMS is LIVE!

The responsive app provides quick and easy access to everything parents need to know about their child's school life at SCS.

Please be aware that we are continuously striving to enhance our parent portal service. Consequently, certain features are still a work in progress. We appreciate your patience and look forward to sharing updates on future improvements with you.

Available as a Responsive App on Desktop and Mobile



VIEW STUDENT RECORD

- Key information such as Timetables (EYFS & Primary will be available as a pdf download)
- Medical information - Clinic Visits

DOCUMENTS

- Key dates (Term dates & Celebrations)

BULLETINS

- Notifications and reminders of events
- School closure notifications due to adverse weather

REGISTRATION /ATTENDANCE

- Registration notifications
- Attendance details

CALENDARS

- Available as a document to download

Communication & News

- Events - Keep up to date with whats happening at SCS
- View all your communication history from SCS

ABSENCE REPORTING

- Absence reporting will be a new feature in AY 26/27

SAFA COMMUNITY SCHOOL

Students

"Students have a voice in the community. The contribute significantly to the highly positive warm and engaging climate for learning in the school."

KHDA Inspection Report





Head of University and Career Readiness

Ms. Tina Filipcic

ttfilipcic@safacommunityschool.com>

Exploring Pathways, Choices, and Possibilities in Year 7

Making informed decisions and planning bright futures together.

At Safa, we believe that careers education begins early, helping students to build curiosity, confidence, and a strong sense of direction from the very start of secondary school. In Year 7, our careers content focus is designed to introduce students to the world of work in an engaging and age-appropriate way, encouraging them to begin thinking about their future pathways while developing a growing awareness of the skills they will need to succeed.

A key theme in Year 7 is self-discovery. Students begin by exploring the question, "Who am I?" through reflection activities, personality quizzes, and guided discussions that help them identify their values, strengths, and interests. From here, they move on to consider "What are my skills?" and "What are employability skills?", gaining an early understanding that skills such as communication, teamwork, problem-solving, and resilience are essential in all career pathways.
Alongside this, students are introduced to the concept of careers in a broad sense. They explore what a career actually is and learn that it is not limited to one job for life, but rather a journey made up of different experiences and opportunities. Through real-world examples and short workplace videos, students begin to see how different roles operate and how people use a wide range of skills in their daily working lives.

Year 7 students also start to become familiar with key career-related language and ideas, including entrepreneurship, financial awareness, and decision-making. They are encouraged to think creatively by exploring what it means to be an entrepreneur and even begin to develop and pitch their own simple business ideas. They also start to consider important life questions such as work-life balance, success, and the differences between entering employment directly or pursuing higher education.

To support independent exploration, students are introduced to platforms such as Unifrog, which allows them to research a wide range of career pathways, qualifications, and opportunities. This helps them begin to engage with different options in a structured and supportive way, while building digital skills for future career research.
In addition, Year 7 students are encouraged to think about the future of work. They explore topics such as emerging careers, the impact of technology and artificial intelligence, climate-related careers, and how the labour market is changing. These discussions help them understand that the world of work is constantly evolving and that adaptability and lifelong learning will be key to future success.

Overall, the Year 7 careers programme at Safa Community School lays the foundation for informed, reflective, and ambitious thinking about the future. By combining self-awareness, skills development, and early exposure to career pathways, we ensure that students begin their secondary journey with the tools they need to explore who they are and what they might become.

unifrog



As teachers, we are repeatedly asked

“What can I do to support my child at home?”

so we have created a guide that is based on current educational research and best practice.







Study skills and techniques

Planning (spacing)



Your children will learn more if their practice with the material they encounter at school is spaced out over time. Repetition is essential, but repetition is most effective when the presentation of information is spaced out over time. Therefore, students need to revisit older information and review the most recently learned information.

Another way to think about this is that spacing out studying is more efficient. When your children cram, they may be wasting their time doing something that will not help their learning in the long run. We all know that time is limited, and the amount children need to learn is great. Short periods of practice at home can help children learn a great deal.

So, parents, here are some simple ways you can encourage your children to learn more by spacing their practice:

Help your child plan out a study schedule, and stick to it

At the beginning of the school year or each term, please help your child plan out a study schedule, and help them stick to it throughout the year. Explain to them why they need to space their studying. What your child should do during the scheduled time will depend on what they are doing in school and their age. For example, younger children can spend time reading or doing activities from school, while older children might self-direct review the material presented during school to reinforce their learning. If children get used to a routine of revisiting schoolwork for at least a little bit each day at home, it will likely be easier for them when they have a teacher- assigned homework or need to study for upcoming tests.

Encourage your child to revisit old topics

Repetition is essential, but repetition is most effective when the presentation of information is spaced out over time. Therefore, your child needs to revisit older information and review the most recently learned information. When your child is doing their homework, ask them how they are learning now related to what they learned earlier in the school year (or even in previous years!) Doing this also encourages interleaving, which is also helpful for learning. Interleaving ideas (going back and forth between them) encourages students to see the similarities and differences between pictures.

Take advantage of homework



Spaced practice is one of the reasons why homework can be so important to encourage long-term learning in our kids. Ideally, homework should allow your children to practice what they have learned at school. As such, the goal should not necessarily be to “get everything right” but to make an effort to attempt the task at hand. Then, children should obtain feedback (either from you or their teacher) and try to understand where they went wrong. If you give feedback on your child’s homework attempts, try to make it about the content of the homework rather than how much of it they did correctly. That is: focus on how to turn mistakes into learning experiences rather than punishments.

Developing understanding



You can help develop your children's understanding of the world by combining the following elements into your conversations and activities. These activities do not always need to be academic – you can also help your child learn more effectively while playing or just spending time with them.

Elaboration

Encourage your child to elaborate by asking them how what they learned in school applies to their everyday experiences. Find opportunities to ask "how" and "why" questions about the way things around you work. It's ok if you don't know the answer yourself – you can explore this with your child. But make sure to look up the correct answer so you can both learn it! If your child is working on a problem-solving task, such as in math or science, ask them to describe what they are doing on each step – quite literally, what is going through their minds as they try to solve the problem. This can help you see where they are going wrong, but more importantly, it will help them understand the process better.

Concrete examples

Point out concrete examples in your environment that might relate to what your child is studying at school. For younger children, you should obtain a weekly curriculum where you can find the themes and topics your child is learning about at school; these are a reasonable basis for the concrete examples you point out. For older children, don't worry if you don't have access to their class materials – they're old enough to tell you what they are learning, which will help them because they'll be engaging in retrieval practice while telling you! See below for more about that.

Dual coding

Please help your child visually and verbally represent their learning concepts using simple sketches and explanations. With younger children, this might be something you are already doing naturally when you read to your child, and they are looking at the pictures in the book while you read. Your child might spontaneously point things out in the pictures as the words you are reading describe them, or you can stop reading and make a deliberate effort to explain how the image relates to the terms. With older children, you can still look at pictures or visuals that represent the concepts they are learning at school. If you find an image relevant to their studies, save it, and discuss it with your child. Demonstrate to your children that artistic proficiency is optional for visually depicting ideas; show them how a quick, rough sketch can illustrate a concept. You can take turns drawing and describing concepts with your child, making it into a game!

Reinforcement (retrieval practice)

Practising retrieval at home can be as simple as asking children at some point after school what they learned that day. It is ok if you don't know much about the material they are describing – just let them do most of the talking! If you can encourage your child to describe and explain the information from their memory, then you are helping them practice retrieval and reinforcement of what they've learned.

If you're having trouble encouraging your child to practice spaced retrieval through the homework they are already getting, you can encourage them to write out what they know on a blank sheet of paper, help them make flashcards, or help them make their questions for retrieval practice. Just make sure your child actively brings the information they have learned to memory. The activity may need to be adjusted if it is too easy or difficult for your child. In addition, you could even ask your child's teacher for resources that your child can use for additional retrieval practice.

Final tip: Make sure your child gets enough sleep!

Even the best learning strategies become less effective when children need more sleep. Sleep is essential for consolidating or reinforcing what has been learned. Rest will make your child's spaced practice more beneficial. Importantly, spacing practice out across the week (rather than cramming practice right before tests) can help alleviate the need for students to stay up very late studying before tests. So, spacing out practice helps your children get to sleep, and sleeping more makes the spaced practice even more effective! Research shows that when students get a good night's sleep, they will remember more of the material they studied, and they will be able to relearn anything they forgot more quickly and efficiently.



Mobile Phones in Secondary

Parent Information: Phone Pouches

SAFA COMMUNITY SCHOOL

What is a Phone Pouch?

The phone pouch is a padded fabric pouch used to store and secure mobile devices with a magnetic locking system. Mobile devices are placed inside the pouch and locked to prevent access. The pouch is able to be unlocked by using a magnetic unlocking station to access the device.



How Does it Work?

At the start of the school day, students place their device inside the pouch and lock it using the built-in retractable magnetic locking pin*. At the end of the school day, students tap the lock on an unlocking station to release their device.

Signal-Blocking

The phone pouch contains a signal-blocking fabric which has been designed to block electromagnetic signals such as Wi-Fi and Bluetooth, by creating a shield around the electronic devices placed inside it.

How to Unlock the Pouch

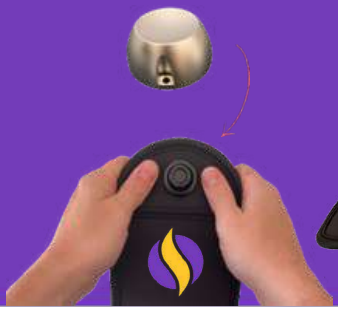
*only use the locking mechanism as intended and ensure that the locking pin is fully retracted before accessing the pouch.



Locate the rounded side of the lock



Press the pouch lock down on top of an unlocking station



Allow the pin to pop open and access your device

"Pop"



FAQ

Why is the school introducing phone pouches?

Schools in the UAE are prioritising the creation of a focused learning environment. To achieve this, they are implementing the phone pouch system, designed to eliminate distractions caused by mobile devices. This initiative aims to enhance student concentration and promote healthier face-to-face interactions among young people. Research indicates that reduced phone usage correlates with improved academic performance and overall wellbeing.

How will students contact parents during the day?

In the case of urgent matters, parents can contact the school reception, which will relay any messages to the student. Students also have access to their school laptops/tablets to communicate via email if necessary.

What happens in case of an emergency?

In emergencies, adhering to the school's safety protocols is often the safest option for students, rather than relying on their phones. School staff will communicate directly with parents through the school's emergency contact procedures. This approach allows students to concentrate on safety measures without the distractions that mobile devices can create.

How will students receive their phone pouch?

Parents purchase the phone pouch as outlined by the school. Students are responsible for keeping their pouch with them throughout the day and bringing it to and from school, daily.

What if a student forgets their pouch or damages it?

If a student forgets their pouch, they will need to turn in their phone to the school reception for safekeeping until the end of the day. If the pouch is damaged, the parent may need to purchase a replacement through the school.

What if a student needs access to their device for medical reasons?

Students with documented medical conditions that require access to their devices will be handled on a case-by-case basis, directly by the school. Please contact Mr. Ashton via mashton@safacommunityschool.com and the clinic via clinic@safacommunityschool.com. This will then be added to the students care plan.

Frequently Asked Questions

1

If our child opts out and leaves her phone at home but later changes her mind, will we still be able to purchase a pouch later in the school year?

If a child initially opts out but later decides to opt in, pouches will be available for purchase.

2

What if a mobile is lost while there is no signal to place its location?

The mobile phone and pouch are the student's responsibility. The school is not liable for lost phones unless they are lost while in our possession. The pouches come with a tag for easy labelling with the student's name. If you are concerned about the possibility of your child losing their phone, we recommend leaving it at home. If the phone is needed for pick-up routines and you are worried it may be lost, you can attach an AirTag to make it traceable at all times.

3

How are we ensuring a consistent and fair approach for all students?

This policy is about maintaining a consistent approach for all students and ensuring no one is treated differently. The rule regarding phones is clear: they are not required in school. However, if parents feel it is necessary for their child to have one, we ask that they purchase a pouch and support the process for the benefit of our school community.

4

Can we buy a different pouch or does it specifically have to be the Fixby pouch on Skiply?

This particular pouch has been chosen for its ability to completely block phone signals, eliminating any potential distractions and because it it compatible with our unlocking stations. While other companies, including Fixby, offer different pouches, not all of them have signal-blocking capabilities. This is why we ask that you purchase the pouches directly from us, as we have sourced the correct one from Fixby, ensuring consistency across the school.

5

Why do smart watches need to be placed in the pouch? Their connection is dependent on the phone. Without the pouch it can only tell the time.

After considering feedback from all our stakeholders, smart watches will not be included in the policy initially. We will monitor the situation during the implementation phase to determine if any adjustments are necessary.

Frequently Asked Questions

6

How many locking stations are there?

Unlocking stations will be placed at various locations around both sites and can be moved as needed. These compact devices take approximately 1-2 seconds to unlock a device.

7

Are students allowed to keep the pouch inside their bags or who will be responsible for it?

The pouch is the students' responsibility. They should keep their pouches in their bags or lockers. If a student decides to leave the pouch in their locker, we recommend they use a lock if they do not have one already.

8

Can we purchase the Fixby pouch privately?

The company does not sell these pouches individually. These are sold to schools with their specific branding.

9

As the Fixby policy states Year 7 to Year 11, does this mean that students in Sixth Form are excluded and will not need a pouch to bring their phones to school?

Sixth Form students are exempt, as they have different expectations.

Useful Infomation

Online Platforms and Websites

At SCS we have invested in a number of online platforms to support learning. These include:

Google Classroom

Google Classroom is our primary online Teaching and Learning platform. Individual teachers set up individual classes and can issue classwork and homework as assignments. Students will be given a class code to join their respective classes.

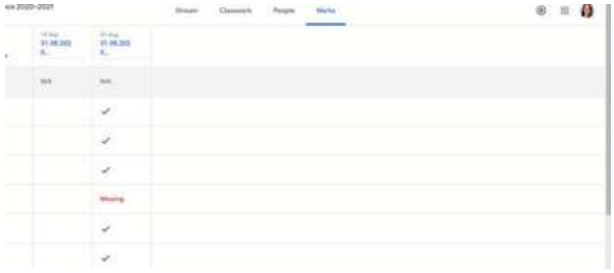
Student dashboard

This will be the student dashboard where they can see all of the classes that they have been added too.



Marks and feedback

Under the 'Marks' section in Google Classroom, students can see their marked work and teacher feedback.



Student classwork tab

Under the student classwork tab in each individual classroom is where your child will see all of their classwork, topics, assignments and homework.







Google Guardian

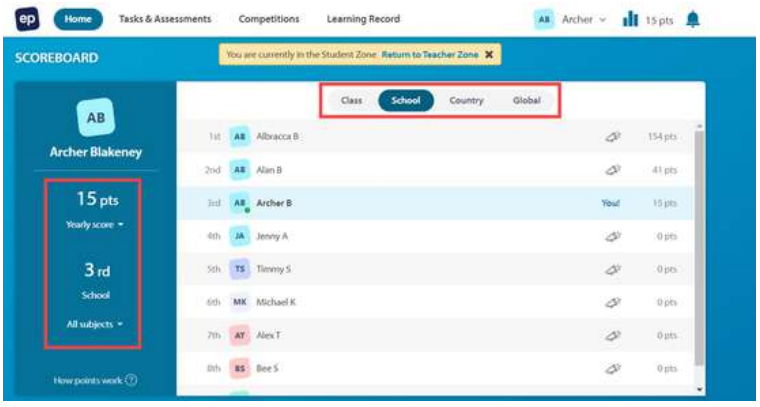
The Google Guardian was set up for each year group. You will receive an email asking you to accept the invitation. Which looks like this:



Once you accept, you will be given the option to opt for daily or weekly summaries for your child. You will receive the daily summaries at midnight at the end of each day or on a Friday if selected weekly.

Education Perfect

Education Perfect is a cloud-based online learning platform, combining a full bank of curriculum-aligned resources with tools for differentiation, marking, feedback and reporting. The platform was created by a team of learning designers and teachers who are employed to design best-in-class lessons and assessments.



Education Perfect provides the right balance between challenge and support through personalised, adaptive learning. The platform empowers your childten with automated differentiation and creative, engaging classroom activities.

Seneca

Seneca is a free revision for your GCSE & A Level exams, as well as Key Stage 3 material.

Students can join over 6.5 million students learning 2x faster across 250+ exam board specific A Level, GCSE & KS3 Courses.



GCSE Pod

GCSE POD is an online platform that allows for an exam-mapped curriculum through flipped learning experiences in the classroom and at home. It will enable teachers to set video pods for various subjects and allow students to study topics at their own pace independently.

The web address for GCSE POD is: https://www.gcsepod.com/



Students in Year 9 will have been issued with login details from their teachers. If there are any activities that the teacher is asking for, they will permanently be assigned through Google Classroom so that students have all of their assignments in one central place.





Language Gym



The Language Gym website was created in the belief that language learning is very much like building strength, flexibility, endurance, muscles and speed in gym sports such as, for example boxing, gymnastics and crossfit.

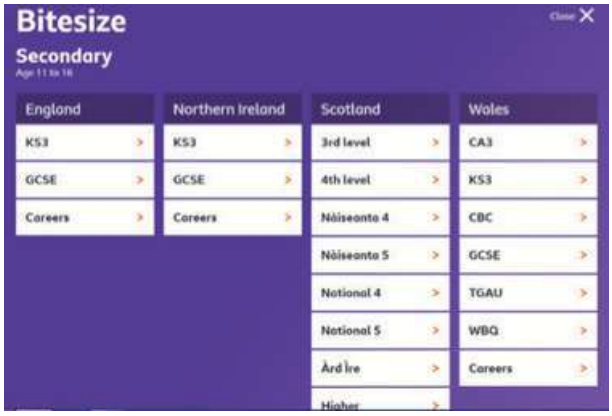
The Language Gym offer French, Spanish, Italian and German. Students in Key Stage 3 are set work by their teacher to complete on The Language Gym as part of their homework.

BBC Bitesize

Accessible via Google with no login required, the BBC Bitesize website breaks learning down into bitesize chunks.

On this website, you are looking for

England- KS3.



SPARX Maths

Sparx Maths is a complete solution that improves students' progress in maths through personalised learning and reduces teacher workload.
Teachers receive fully resourced lessons, the ability to pause and progress students' tasks during the study and real-time insights into class and student progress. Sparx provides detailed lesson outlines, supported by thousands of carefully crafted questions and video tutorials that encourage independent learning, covering the KS3 and GCSE curricula. Students receive personalised homework, which is challenging but achievable for them.

epraise

Epraise is an online platform for schools, that helps parents to engage more with their children's education.

At Safa Community School, we use Epraise to reward our students for all of the fantastic things they do on a daily basis.

Not only that, it is used as a platform to record our House Competitions, with weekly, termly and annual rewards.

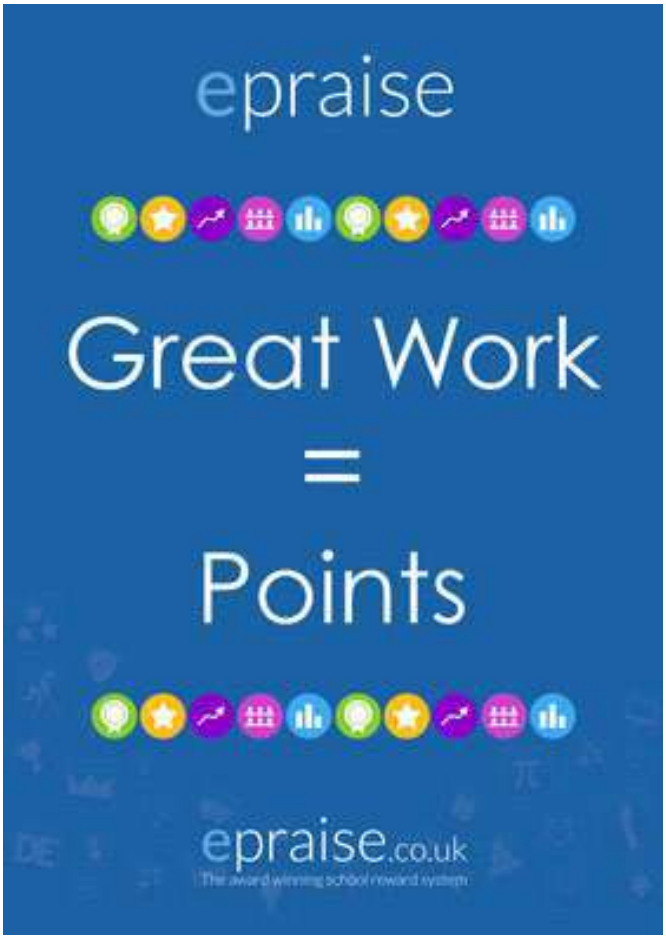
There is also a shop, with items created by students, that they can buy using the House Points they gain.

As a parent, you can use Epraise to see how and where your child is being rewarded. Please see the example below:

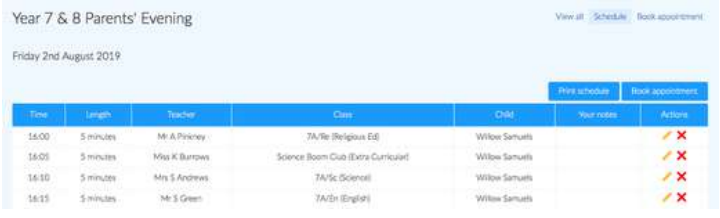








Furthermore, Epraise is used as a tool for booking appointments for our Parent Teacher Conference. A 'How to' Guide will be shared with you closer to your first session.



Subject Specific Platforms and Websites

Arabic A and Arabic B

http://www.arabalicious.com/index.html
https://quizlet.com
https://learnarabiconline.ksu.edu.sa/Default.aspx
http://www.learningarabic.eu/course/
https://www.youtube.com/channel/UCUKDL2cuOjyvvCI3h1ocS3A
http://arabicquick.com/essential-arabic-words
https://www.wordreference.com/
https://www.interlingo.co.uk/



Art

https://www.pinterest.com/
https://artsandculture.google.com/
http://www.artcyclopedia.com/
https://www.saatchigallery.com/
https://www.moma.org/
https://www.louvreabudhabi.ae/
https://www.tate.org.uk/visit/tate-modern
https://www.nga.gov/
https://www.colormatters.com/
http://studiochalkboard.evansville.edu/
http://www.freestockphotos.com/
https://www.deviantart.com/
https://www.1001fonts.com/



Computing

https://www.bbc.co.uk/bitesize/subjects/zvc9q6f
https://www.w3schools.com/
https://www.codecademy.com/learn
https://hourofcode.com/us
https://classic.csunplugged.org/activities/
https://csunplugged.org/en/at-home/
https://www.freecodecamp.org/
https://student.craigndave.org/
https://www.advanced-ict.info/
https://teach-ict.com/2016/revision/video/gcse_ocr_video.html



Design and Technology

https://technologystudent.com/
https://www.instructables.com/
http://www.design-technology.info/home.htm
https://www.bbc.co.uk/bitesize/subjects/zfr9wmn

Drama

https://www.bbc.co.uk/bitesize/subjects/zbckjxs
https://www.youtube.com/user/ntdiscovertheatre
https://www.youtube.com/channel/UCdmPjhKMaXNNeCr1FjuMvag

Subject Specific Platforms and Websites

English

Online Poetry Sites
https://www.poetryfoundation.org/
https://poets.org/

Reading Lists
https://schoolreadinglist.co.uk/category/secondary-ks3-ks4-reading-lists/
Non Fiction Reading - News Websites
https://gulfnews.com/
https://www.theguardian.com/international
https://www.bbc.com/news
https://edition.cnn.com/
https://news.sky.com/world

Literature and Language Revision
https://mrbruff.com/
https://www.bbc.co.uk/programmes/p01drwny



Food Technology

https://www.ifst.org/lovefoodlovescience/resources
https://www.foodafactoflife.org.uk/
https://www.bbcgoodfoodme.com/
https://www.leiths.com/

Geography

https://www.geographypods.com/
https://www.geographyalltheway.com/
https://www.bbc.co.uk/bitesize/subjects/zrw76sg
https://senecalearning.com/
https://www.nationalgeographic.org/



History

https://www.bbc.co.uk/bitesize/subjects/zk26n39
https://app.senecalearning.com/classroom/course/f3012969-6f-da-4cb0-8de5-8ff738472ea1/section/5c2270b8-b8b9-4bad-a9fc-9894dcb513e7/session

Islamic A and Islamic B

https://www.quran411.com/
https://sunnah.com/
https://www.al-islam.org/stories-prophets/prophet-adam

Mathematics

https://vle.mathswatch.co.uk/vle/
https://www.mangahigh.com/en/
https://www.mathsgenie.co.uk/
https://corbettmaths.com/

Modern Foreign Languages

https://www.memrise.com
https://www.wordreference.com
https://grammar.collinsdictionary.com
https://www.collinsdictionary.com/dictionary/english
https://www.collinsdictionary.com/dictionary/english-thesaurus
https://www.linguascope.com
https://quizlet.com
https://www.pleco.com
https://www.thechairmansbao.com

Moral Education

https://moraleducation.ae/get-involved/#header

Music

https://www.bbc.co.uk/bitesize/subjects/zpf3cdm
https://www.bbc.co.uk/bitesize/subjects/zmsvr82
https://www.musictheory.net/ https://oneminutemusiclesson.com/
https://www.youtube.com/c/JamesStevenson/videos
https://www.musicalfutures.org/

PE

https://www.youtube.com/channel/UCB-yYmhoAieVxt046nG1XPQ

Science

https://www.kerboodle.com/
https://www.bbc.co.uk/bitesize/subjects/zng4d2p
https://www.aqa.org.uk/subjects/science/ks3/ks3-science-syllabus
https://senecalearning.com/en-GB/blog/free-key-stage-3-science-revision/ http://www.docbrown.info/ks3science.htm
https://phet.colorado.edu/ https://www.youtube.com/playlist?list=PLyf3QQ9ddzgngBzZiwWcEBuRoKUYaXS6N

UAE Social Studies

https://www.bbc.co.uk/bitesize/subjects/zk26n39
https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/







Curriculum Areas



Secondary Subject Offering

- Arabic
- Islamic
- English
- Maths
- Science
- PE
- Music
- MFL
- Art
- Design & Technology
- Drama
- Wellbeing
- Computing
- Food & Nutrition
- Geography
- History
- Social Studies
- MSCS

SAFA
COMMUNITY
SCHOOL

SAFA_SCS

04 385 1810

WWW.SAFACOMMUNITYSCHOOL.COM