

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 كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

SCS Through Curriculum Policy 2024-2026



Safa Community School Curriculum Policy

Contents

1. Rationale
2. Aims
3. Curriculum Overview
4. Curriculum Design Principles
5. Safa Curriculum Blueprint
6. Responsibilities
7. Digital Integration
8. Monitoring and Evaluation
9. Supporting Documentation
10. Appendix

1. Rationale

Since its inception in 2014, Safa Community School (SCS) has strived to deliver a curriculum that inspires purposeful learning, nurtures individuality, and fosters academic excellence. Rooted in the Safa Vision—*Nurture ~ Believe ~ Discover ~ Achieve*—our curriculum empowers students with the skills, knowledge, and values needed to succeed today and prepare for tomorrow.

The curriculum is designed to ensure that all students, regardless of their starting point, experience personalised and impactful learning opportunities. By fostering a culture of excellence and innovation, we aim to nurture well-rounded, global citizens who are confident, respectful, and prepared to make meaningful contributions to the world.

2. Aims

The Safa Curriculum aims to:

1. Equip students with the skills and knowledge needed to succeed in an ever-changing global landscape.
2. Promote a culture of high expectations and inclusivity to ensure all learners fulfil their potential.
3. Embed the Safa core values: *Purposeful Learning Opportunities, Respectful Independent Thinkers, Personalised Academic Success, and Caring Family Culture.*
4. Ensure curriculum coherence across all phases while allowing for contextual adaptation.
5. Integrate digital learning and real-world applications to enhance student engagement and preparedness

3. Curriculum Overview

Safa Community School is a British International School In Dubai. At Foundation Stage the curriculum is based on the revised DFE EYFS statutory framework where a child-led approach to learning is at the centre of planning. In Key Stages 1 to 3 the school uses the National Curriculum for England as the basis for its curriculum design. Students follow the GCSE program at Key Stage 4 and A Level and BTEC choices are offered at Key Stage 5.

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The curriculum also incorporates the expectations set out by the UAE's Ministry of Education. Students study Arabic B from year 1 to 10, Arabic A year 1 to 13 and Islamic A/B from year 2 to 13. In addition the MOE's MSC curriculum is delivered to students from year 1 to year 13 through an integrated approach.

Subjects taught:

Foundation Stage: The Early Years Foundation Stage (EYFS) provides a holistic educational foundation through a play-based approach, divided into three prime areas and four specific areas of learning. The prime areas are Communication and Language, Physical Development, and Personal, Social, and Emotional Development. The specific areas include Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. This curriculum focuses on nurturing curiosity, creativity, and essential skills to prepare children for their transition to Key Stage 1.

Key Stage 1: Key Stage 1, covering Years 1 and 2 (ages 5-7), introduces structured learning across a range of subjects, building on the Early Years Foundation Stage. Core subjects include English, Mathematics, and Science. Foundation subjects consist of Geography, History, Art, Music, Physical Education, and Computing. Students also engage in Personal, Social, Health, and Economic Education (PSHE). A bespoke Wellbeing curriculum is taught to support emotional and social growth, and STEM lessons nurture curiosity and problem-solving skills. UAE core subjects are Arabic A, Arabic B, Islamic A, Islamic B and MSC. This comprehensive curriculum lays the groundwork for both academic and personal development as students progress to Key Stage 2.

Key Stage 2: Key Stage 2, covering Years 3 to 6 (ages 7-11), includes a wide range of subjects to provide a broad and balanced education. Core subjects are English, Mathematics, and Science. Foundation subjects include Geography, History, Art, Music, Physical Education (PE), and Computing. Students also study Modern Foreign Languages (MFL), and Personal, Social, Health, and Economic Education (PSHE). UAE core subjects are Arabic A, Arabic B, Islamic A, Islamic B and MSC. A Wellbeing curriculum is integrated to support students' mental and emotional health, fostering resilience and self-awareness. Students are exposed to Performing Arts and STEM, a well-rounded curriculum that prepares students for Key Stage 3.

Key Stage 3: Key Stage 3, covering Years 7 to 9 (ages 11-14), includes a wide range of subjects to provide a broad and balanced education. Core subjects are English, Mathematics, and Science. UAE core subjects are Arabic A, Arabic B, Islamic A,

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Islamic B and MSC. Foundation subjects at Key Stage 3 are History, Geography, Art, Music, Drama, DT, Food Technology, Computing, MFL, and PE.

Key Stage 4: At Key Stage 4 students choose a combination of GCSE and BTEC subjects. All students will sit the core subjects of English, Maths and Science and have the choice of the following option subjects: History, Geography, Art, Music, Drama, French, German, Spanish, D&T, PE, Computing, ICT, Business Studies, Economics, Photography, Food and Nutrition, Sociology and Psychology. Further Maths, Statistics and Triple Science subjects are open to students through invitation and students are also invited to undertake the HPQ and LAMDA qualification. Our BTEC options are Business Studies, Sport, Engineering and Creative Media.

Key Stage 5: At Key Stage 5 students choose A Level, BTEC or a combination of qualifications. The subjects on offer at A level are Mathematics and Further Mathematics, Biology, Chemistry, Physics, English Literature, Drama, Media Studies, Photography, Art, Geography, History, Politics, Psychology, Sociology, Physical Education, Design Technology, Economics, Business Studies, Computer Science, French, German, Spanish and Arabic. At BTEC the subjects offered are Hospitality, Applied Science, Travel and Tourism, Business, Sport and IT. Students are also given the opportunity to undertake an Extended Project Qualification, LAMDA qualifications and the RSL in Creative Music Industry.

PSHE, MSCS and Wellbeing

The curriculum incorporates the key elements of British Personal, Social, Health, and Economic (PSHE) education through the MSC and Wellbeing curriculums. These lessons help prepare students for life in British society as well as how to be positive global citizens. The curriculum addresses themes such as emotional resilience, relationships, digital citizenship, and financial literacy, ensuring students are equipped with life skills essential for personal and social success. Age-appropriate topics are tailored to reflect the unique cultural context of Dubai while maintaining alignment with the British curriculum framework.

Careers

A robust careers education programme is embedded within the Wellbeing curriculum and Life lessons. Through personalised guidance, students explore potential career pathways, develop employability skills, and learn about further education options. This programme includes workshops, guest speakers, university fairs, and individualised career counselling, ensuring every student can make informed choices and are

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prepared for their future aspirations.

The Arts

The Arts Department at SCS plays a pivotal role in fostering creativity, teamwork, and excellence. This department remains a cornerstone of the school's ethos, promoting holistic development alongside academic achievements. The curriculum in the Arts includes a diverse range of subjects such as Art and Design, Photography, Drama, Dance, and Music. These subjects are carefully designed to nurture students' talents and enable them to develop both technical skills and an appreciation of artistic expression.

Sports

In Sports, the curriculum emphasises physical fitness, teamwork, and leadership skills. A broad range of activities is offered, including traditional sports like football, cricket, basketball, and swimming, as well as opportunities to engage in less conventional activities such as yoga and gymnastics

STEM and Computing

STEM and Computing is also part of our curriculum. Preparing students for the demands of the 21st-century workplace, STEM lessons offer hands-on experiments and inquiry-based learning to inspire curiosity and problem-solving skills. Engineering concepts are introduced, including robotics clubs and coding workshops. Computing is designed to equip students with the digital literacy and technical skills needed in the modern world. From Key Stage 1, students are introduced to coding, programming, and basic computational thinking. As they progress, they engage with advanced topics such as app development, website creation, cybersecurity, and artificial intelligence.

Modern Foreign Languages

SCS also offers a Modern Foreign Languages (MFL) programme, recognising the importance of linguistic skills in a globalised world. French, German and Spanish are taught from Key Stage 1 onwards, with opportunities to study additional languages as students progress through the school. This includes Arabic as a GCSE or A-Level as well as Ministry of Education Arabic. The MFL curriculum emphasises communication skills, cultural appreciation, and practical language use, equipping students with tools for success in international settings.

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4. Curriculum Design Principles

Our curriculum design is underpinned by the following guiding principles:

1. **Breadth and Balance:** The curriculum provides a broad and balanced learning experience, ensuring a strong foundation in academic, creative, and practical disciplines.
2. **Coherence and Progression:** Clear learning pathways are mapped across year groups and key stages, ensuring seamless progression and alignment with the National Curriculum for England and beyond.
3. **Inclusivity and Accessibility:** Learning experiences are tailored to meet the diverse needs of all learners, with specific attention to English as an Additional Language (EAL) students, those with SEND, and MAGT individuals. All curriculum design plans have clear strategies to support the personalisation of student learning and alternative curriculum pathways are in place to both support and challenge students where appropriate.
4. **Relevance and Application:** The curriculum is designed to connect with students' lives, fostering transferable skills and real-world understanding.
5. **SCS Learning Gears:** Through careful planning, cross-phase and interdisciplinary collaboration, the curriculum encourages students to develop the SCS Learning Skills of Identity, Thinking and Questioning, Self Management, Critical Thinking, TEAM, Connect the Dots.
6. **British values:** At Safa Community School, the British values of democracy, the rule of law, personal freedom, tolerance, and mutual respect are fundamental to our ethos and are actively integrated into the curriculum. These values are fostered through a range of purposeful learning opportunities across subjects, as well as through the MSC (Moral, Social, and Cultural) and Wellbeing curriculums.
7. **Language of Learning:** The development of learning is mapped through an Oracy Progression of Skills. Opportunities within the curriculum ensures active engagement and empowers student voices to enrich their understanding.
8. **Global Citizenship and Sustainability:** The curriculum develops cultural awareness, environmental responsibility, and a commitment to ethical action.

5. Safa Blueprint

The Safa Curriculum Blueprint serves as a guiding framework for the design and delivery of outstanding lessons. Grounded in evidence-based practices, it ensures that every student receives a high-quality, engaging, and impactful learning experience. The Blueprint is structured around six core components: **Challenge, Explanation, Modelling, Practice, Questioning, and Feedback.**

Challenge

- Ensure all lessons include tasks that stretch and motivate learners, setting high expectations for achievement.
- Differentiate activities to provide appropriate challenge for all, from those needing support to the most able students.
- Encourage critical thinking, problem-solving, and creativity through complex, open-ended tasks.

Explanation

- Deliver clear and concise explanations to support students' understanding of concepts, skills, and processes.
- Use visual aids, analogies, and real-world examples to make learning accessible and relatable.
- Scaffold explanations to build on prior knowledge and promote deep understanding.

Modelling

- Demonstrate high-quality examples of work or thought processes to guide students.
- Use a range of modelling techniques, such as live demonstrations, worked examples, or collaborative problem-solving.
- Encourage metacognition by verbalising thinking strategies and decision-making processes.

Practice

- Provide opportunities for deliberate practice to embed new knowledge and skills.
- Balance guided practice with opportunities for independent application.
- Design practice tasks that are purposeful, varied, and progressively more complex.

Questioning

- Use targeted and open-ended questions to check understanding, provoke thought, and extend learning.
- Employ a range of questioning techniques, including cold calling, probing, and Socratic dialogue.
- Encourage students to ask their own questions and participate in peer discussions.

Feedback

- Deliver timely, specific, and actionable feedback to support student progress.
- Encourage students to respond to feedback through reflection, redrafting, or further practice.
- Foster a culture of continuous improvement by celebrating effort and progress.

The Safa Curriculum Blueprint ensures that lessons are engaging, effective, and aligned with the Safa Vision of *Nurture ~ Believe ~ Discover ~ Achieve*. It provides a consistent framework that empowers teachers while allowing flexibility to adapt to the needs of their students.

6. Responsibilities

Senior Leadership Team (SLT) and Curriculum Leaders:

- Lead the design and implementation of a coherent curriculum aligned with the Safa Vision and Blueprint.
- Ensure consistency in curriculum delivery and provide professional development opportunities for staff.
- Monitor curriculum effectiveness through data analysis, classroom observation, and stakeholder feedback.

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Teachers:

- Deliver engaging lessons using the Safa Curriculum Blueprint.
- Embed digital learning and innovation into the curriculum.
- Reflect on and adapt practice based on student progress data and feedback.

Students:

- Take ownership of their learning by engaging actively with the curriculum.
- Apply feedback to improve and extend their understanding.
- Collaborate with peers and teachers to enrich learning experiences.

Parents:

- Support their children by fostering a positive learning environment at home.
- Stay informed about curriculum changes and participate in school events.

Other Stakeholders

- Governors will liaise with HT about curriculum impact and development and where appropriate and ensure that excellent resources are provided for an outstanding curriculum offering.

7. Digital Integration

Digital tools are integral to the Safa Curriculum, enhancing learning through:

- Creative problem-solving using platforms such as Google Classroom, Century Tech, and Accelerated Reader.
- Collaborative activities that foster digital literacy and communication skills.
- Opportunities to publish, present, and celebrate work digitally.

8. Supporting Documentation for Curriculum

In order to ensure consistency and support for our classroom practitioners, they should use the following supporting documents:

- SCS Curriculum Documents
- SCS Inclusion Documents
- SCS Teaching and Learning Policy
- SCS Distance Learning Policy
- SCS BYOD Policy

9. Monitoring and Evaluating

The curriculum is regularly reviewed and evaluated by the SLT, Curriculum Leaders, and the board of governors. Key processes include:

- Annual curriculum audits to ensure alignment with the Safa Vision.
- Stakeholder feedback to identify strengths and areas for improvement.
- Analysis of student outcomes to measure the impact of curriculum changes.

10. Next Review Date: June 2026

This policy should be read in conjunction with the following policies:

- Pastoral Care
- Assessment
- Feedback
- Learning and Teaching
- E-Safety Policy

Appendix 1- Safa Blueprint:



The 'Safa Blueprint' describes the components of effective teaching and learning at Safa Community School

CHALLENGE	EXPLANATION	MODELLING	PRACTICE	QUESTIONING	FEEDBACK
<p>Provide students with a range of learning opportunities that make them think deeply and engage in a healthy struggle.</p> <p>Have high expectations of ALL students. It is important that teachers plan lessons that allow for ALL students to work just outside of their comfort zone.</p> <p>The teacher is responsible to be responsive in lesson to provide students with the necessary support to reach the learning outcome.</p>	<p>High quality teacher talk that supports students achieving excellence.</p> <p>Explanations are tethered to something students already know, delivered in short, manageable chunks and transform abstract ideas to concrete ones.</p> <p>Two-way process where teachers interact with students to ensure their explanations have the greatest impact.</p>	<p>Guiding students through processes, step-by-step.</p> <p>Modelling in small chunks, followed by practice (and repeated) to support students grasp of processes and concepts.</p> <p>Provide high quality models that benchmark excellence in your subject.</p>	<p>'Practice makes permanent' – allow time for students to conduct quality practice. The teacher shapes learning to ensure misconceptions and misunderstandings do not become immovable.</p> <p>Practice for Fluency – knowledge established in long-term memory, allowing effortless recall.</p> <p>Deliberate Practice – students involved in healthy struggle that challenges them.</p> <p>Determined by confidence of the students in accessing learning materials.</p>	<p>Questioning works to enhance principles of explanation and modelling.</p> <p>Allows teachers to deepen and develop students understanding – simple or incomplete answers should not be accepted!</p> <p>Encourage students to think deeply, providing them time to think!</p> <p>Good questioning leads to higher levels of academic rigour.</p>	<p>Key principle of learning – timely and precise feedback keeps students on track to achieving the learning outcome and moving onto the next one.</p> <p>Feedback should be responsive, with evidence drawn from student performance.</p> <p>It should be used to inform future planning.</p>

Appendix 2: Learning Gears





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