

The Policy will be reviewed bi-annually, or more regularly in the light of any significant new developments. The next anticipated review date will be:	January 2026
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Curriculum Policy

Rationale

At GFM, our curriculum is designed to provide a broad, balanced, and enriching educational experience that prepares students for lifelong success. Grounded in the UK Early Years Foundation Stage (EYFS) curriculum, the UK National Curriculum, and the UAE Ministry of Education (MOE) curriculum, our approach ensures a comprehensive education that respects local cultural values while embracing global best practices and British Values.

We emphasize the development of 21st-century skills, known as the four Cs: critical thinking, communication, collaboration, and creativity. These skills are seamlessly integrated across all subjects and learning experiences, enabling students to become adaptable, innovative thinkers ready to thrive in an ever-evolving world.

Curriculum Approach

Our curriculum strikes a balance between formally taught content and project-driven learning. This dual approach enables students to acquire core knowledge and skills while offering the flexibility to explore personal interests and passions. Formally taught lessons provide a structured foundation in subjects such as English, mathematics, science, humanities, creative arts and Arabic, while project-based elements fosters interdisciplinary connections, problem-solving, and innovation. The curriculum is carefully sequenced to ensure progression, continuity, and mastery at every stage, from EYFS to the end of secondary education. The inclusion of the UAE MOE curriculum for Arabic, Islamic Studies, and UAE Social Studies ensures our students develop a strong understanding of the region's cultural heritage and values. The school adheres to the MOE curriculum requirements in the specified timeframe given by the KHDA.

Curriculum for the Early Years

In the Foundation Stage (FS1 and FS2), the school follows the *Early Years Foundation Stage (EYFS) Framework*, providing a holistic, child-centred curriculum that nurtures the prime and specific areas of development:

Prime Areas of Learning

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Vision

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Specific Areas of Learning

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Teaching and learning are delivered through purposeful play, high-quality interactions, and structured adult-led sessions that ensure children develop essential early concepts, independence, and a lifelong love of learning. There is a strong emphasis on **early language acquisition**, both in English and Arabic, ensuring readiness for the National Curriculum and alignment with the *KHDA Arabic Language Policy for Early Childhood*. Daily opportunities for listening, speaking, mark-making, storytelling, and early phonics support robust early literacy development.

Arabic language provision in the Early Years is enhanced through:

- Immersive Arabic-language experiences aligned with KHDA expectations
- Age-appropriate vocabulary development through songs, stories, oral language activities
- Cultural awareness woven into daily routines
- Progressive preparation for more formal Arabic study from Year 1

Continuous provision, observational assessment, and developmental checkpoints ensure that children's learning is personalised, inclusive, and responsive to their individual needs. The Early Years curriculum builds strong foundations socially, emotionally, and academically, ensuring children are exceptionally well prepared for transition into Year 1.

The National Curriculum Year 1-9

From Year 1 to Year 9, students engage with the National Curriculum for England, encompassing a broad range of subjects including English, mathematics, science, humanities, the arts, and technology. This stage builds progressively on the foundational skills established in the Early Years, strengthening critical thinking, creativity, and problem-solving.

The curriculum is enriched with the UAE Ministry of Education syllabus, incorporating Arabic, Islamic Studies, and integrated Social Studies, ensuring students develop a deep appreciation of local culture, heritage, and values. Throughout this stage, the curriculum remains broad, balanced, and accessible, enabling all students to be well prepared for future examination pathways. Alternative and enriching pathways such as ASDAN are available to ensure inclusive access to learning for all students.

The Key Stage Four Pathways

In Key Stage 4, students embark on the GCSE, IGCSE, BTEC and ASDAN courses, a range broad enough to secure access for all students of all abilities. Students have the opportunity to select subjects that align with their interests and career aspirations, allowing for personalized learning

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pathways. This stage emphasizes in-depth study, analytical skills, and preparation for higher education or vocational pursuits. Student choices are supported through supportive careers advice, exciting events and guest speakers from a range of professions.

Post 16 Curriculum

Our Post-16 curriculum offers a range of Advanced Level (A-Level) and BTEC courses, providing students with the flexibility to specialize in subjects that support their future academic and career goals. The program is designed to develop independent learning, critical analysis, and advanced subject knowledge, equipping students for university education and beyond. Future pathways are additionally supported with clear guidance given through; weekly personalized enrichment sessions, university and career days -including up to date university information from institutions in the UK and around the world- and one to one support for the writing of UCAS personal statements.

This structured progression ensures that each student receives a balanced and rigorous education, tailored to their developmental stage and individual aspirations, within the framework of the National Curriculum for England and the UAE Ministry of Education requirements.

Personal and Emotional Development

Personal, Social, Health, and Emotional (PSHE) education is a cornerstone of our students' holistic development. From the Early Years Foundation Stage (EYFS) through to Post-16 education, our comprehensive PSHE curriculum is designed to;

- Equip students with essential, healthy life skills,
- Enhance emotional intelligence,
- Develop personal resilience
- Secure social responsibility

In the early years, emphasis is placed on building self-awareness, empathy, and basic health habits. As students' progress, the curriculum evolves to address more complex topics such as mental health, equity, mutual respect, citizenship, healthy lifestyles and preparation for adult life.

The British Values

We embed the British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs into our provision. These values are explicitly taught through Personal, Social, Health, and Emotional (PSHE) education, assemblies, form time programs and cross-curricular links. Students engage in activities that promote active participation in decision-making, understanding societal rules, and celebrating diversity. This comprehensive approach ensures that students develop into respectful, responsible citizens aligned with British society.

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Equity, Enrichment and Extension

To nurture high-performing learners, we offer a range of enrichment opportunities, supportive courses and enhancements that extend and enrich learning beyond the classroom. This includes, but are not limited to:

English Language Learners: 10-week enrichment courses to develop speaking, reading, and writing of the English language, aimed at students new to English.

Extra-Curricular Curriculum: From robotics and debate to art and drama, these activities allow students to discover and develop their talents.

Conventions and Competitions: Participation in academic, cultural, and sporting events fosters confidence, teamwork, and excellence.

Leadership Projects: Programs such as student council, peer mentoring, and community service develop leadership skills and a sense of responsibility.

Global Perspectives: Opportunities for international collaboration, Model United Nations, and language exchanges cultivate cultural awareness and global citizenship.

Inclusivity, Equality and Personalization

We are committed to providing an inclusive curriculum that meets the diverse needs of all students. Differentiation, personalized learning plans, and specialist support ensure that every learner can access the curriculum and achieve success. High-achieving students are challenged through advanced tasks, enrichment activities, and opportunities to pursue their interests at a deeper level. Due to local law and custom, some aspects of the UK National Curriculum are adapted, omitted or personalized to ensure the school always remains compliant, but never to the detriment of fundamental British Values.

Quality and Evaluation

The curriculum is reviewed regularly via audits, deep dives, inter-school moderation and inspection. The insights from which help us to continually improve our offer.

Commitment to Excellence

Our curriculum reflects our unwavering commitment to excellence. By combining academic rigor, skill development, and enrichment opportunities, we create an outstanding learning environment that prepares students to excel academically, socially, and personally. Through a rich and balanced curriculum, we aim to develop lifelong learners, compassionate leaders, and responsible global citizens well prepared for life in a British society.

Please read this policy alongside content within subject specific policies & Inclusion policies and our policy for Teaching and Learning.

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