ARAB UNITY SCHOOL | POLICY SUMMARY

Curriculum Policy

Academic year 2026–27

Our curriculum

Arab Unity School (AUS) provides a broad, balanced and ambitious British curriculum that develops secure knowledge, confident learners and responsible global citizens, in line with our commitment to Inspiring Minds, Building Character and Shaping Leaders. It combines academic study with the personal development, practical experiences and skills students need for further education, employment and life. Dubai Education 33 runs through our curriculum development, and UAE identity, Arabic language, sustainability and purposeful innovation are evident in learning across the school. All students are entitled to support and challenge so that their starting points or additional needs do not limit their aspirations.

Aims and principles

We aim to develop strong literacy, numeracy and subject knowledge, curious and independent thinkers, and students who can communicate, collaborate and apply their learning in unfamiliar situations. Curriculum design secures breadth, balance, relevance, progression and continuity between phases, with clear sequences of essential knowledge, concepts and vocabulary that are revisited over time. UAE contexts and global issues enrich subject learning without weakening subject knowledge.

How the curriculum is structured

Phase	Curriculum and qualifications
Foundation Stage (FS2)	The Early Years Foundation Stage (EYFS) framework, with the EYFS Profile at the end of FS2.
Primary (Years 1 to 6)	The National Curriculum for England: Key Stage 1 in Years 1 and 2, and Key Stage 2 in Years 3 to 6, adapted to our international context and UAE requirements.
Years 7 to 9	Key Stage 3 of the National Curriculum for England, supported by Cambridge progression expectations where appropriate, with Global Skills.
Years 10 and 11	Cambridge IGCSE and Pearson Edexcel International GCSE courses.
Sixth Form (Years 12 and 13)	Cambridge International AS and A Level, and Pearson BTEC International Level 3.
All phases	Arabic, Islamic Education (or Values Education) and Moral, Social and Cultural Studies, delivered in line with Ministry of Education requirements.

Published subject options depend on student numbers, timetable compatibility, entry requirements and school approval. The current options booklet confirms the subject, awarding body and qualification route for each cohort.

Early Years and Primary

The Foundation Stage follows seven areas of learning: Communication and Language, Physical Development, and Personal, Social and Emotional Development as the prime areas, with Literacy, Mathematics, Understanding the World, and Expressive Arts and Design as the specific areas. Learning combines purposeful play, adult interaction and explicit teaching, indoors and outdoors, with Arabic and UAE cultural experiences woven in. At the end of FS2 the EYFS Profile summarises each child's development against 17 Early Learning Goals, which supports the move to Year 1. In Primary, English, mathematics and science provide the core, alongside Arabic, Islamic or Values Education, Moral, Social and Cultural Studies, computing, physical education, art, music and Global Skills projects. History, geography and creative learning are mapped so that subject knowledge stays explicit, including when learning is organised through themes.

Years 7 to 9

Students deepen subject knowledge, develop more independent study habits and prepare for informed IGCSE choices. The offer includes English, mathematics, the sciences, computing, history and geography, Arabic, Islamic or Values Education, Moral, Social and Cultural Studies, physical education, art and Global Skills. In Year 7, students choose Urdu, English Literature or French, subject to numbers, and continue it to the end of Year 9. Students wishing to take IGCSE

The full policy is available upon request.

Accounting select it at the start of Year 9. Entry to the IGCSE Computer Science preparation route is through a published entrance assessment, with successful students beginning in Year 9.

Years 10 and 11: IGCSE

Years 10 and 11 form a two-year programme leading to internationally recognised qualifications from Cambridge International Education and Pearson Edexcel, with the awarding body confirmed for each subject and cohort. Cambridge qualifications commonly use A* to G grades, with 9 to 1 versions for some syllabuses, and Pearson Edexcel International GCSE courses generally report on the 9 to 1 scale. Students normally study seven IGCSE subjects: English Language, mathematics, ICT or Computer Science, and four options, including at least one of biology, chemistry or physics. Required Ministry of Education subjects and non-examination PE are additional. A reduced programme for a Student of Determination is agreed by the Principal, the Inclusion Lead and parents. Options, which depend on numbers, include Accounting, Art and Design, Business Studies, Economics, Design and Technology, Travel and Tourism, Urdu, French, IGCSE Physical Education and the three sciences. Options are chosen through guidance with students and families, and the contract does not permit routine switching or dropping of subjects once chosen, apart from agreed individual arrangements.

Sixth Form

Sixth Form pathways are academic and applied, matched to students' strengths, aspirations and intended destinations, with guidance to keep combinations manageable.

- **Cambridge International AS and A Level:** AS is usually studied over one year and A Level over two. AS grades run from A to E and A Level grades from A* to E. Subjects include Accounting, Biology, Business Studies, Chemistry, Economics, English Language, Computer Science, Mathematics, Physics, Psychology, and Digital Media and Design, with availability confirmed in the Sixth Form options booklet.
- **Pearson BTEC International Level 3:** applied, vocational learning in Business, Information Technology, and Travel and Tourism, assessed through assignments, projects, presentations and practical evidence and graded Pass, Merit or Distinction. The Diploma has 720 guided learning hours and is comparable in size to two International A Levels, and university acceptance depends on the institution, subject and destination.

Entry requirements and progression follow approved school guidance and KHDA requirements, and academic performance alone must not leave a student without an appropriate pathway.

Global Skills, E33 and sustainability

Global Skills connects knowledge with its use in a changing world. Our work with 8billionideas builds collaboration, critical thinking, research, communication, enterprise and reflection, with Primary projects establishing the habits and Secondary learning extending them through harder challenges. Where students are enrolled for the OxfordAQA International GCSE Global Skills Projects qualification, assessment is non-examination: an individual project worth 60% and a group sustainability action project worth 40%. Projects explore issues such as artificial intelligence, climate change and changing labour markets.

Teaching, inclusion and enrichment

Teachers apply the AUS Great Teaching Model flexibly, prioritising secure understanding, appropriate challenge and increasing independence. Every subject identifies and explicitly teaches its specialist vocabulary, and reading fluency and comprehension are developed across subjects. Students of Determination, English language learners, Emirati learners and high attainers receive appropriate adaptations and challenge, and any significant curriculum modification is documented, discussed with families and reviewed. The wider curriculum includes sport, creative activity, MUN, STEAM, sustainability, school farm learning, volunteering and student leadership.

Assessment, transition and review

Assessment identifies what students have learned, informs teaching and evaluates progress from starting points, drawing on questioning, practical tasks, work scrutiny and feedback as well as planned summative assessments and external benchmarks such as NGRT, GL Progress Tests and IBT Arabic. Cross-phase dialogue supports smooth transitions from FS2 to Year 1, Primary to Secondary, IGCSE to Sixth Form, and school to further education or employment, and families receive curriculum information, reports and opportunities to discuss progress and options. Leaders evaluate the curriculum through planning reviews, learning walks, lesson observations, book scrutiny, student voice and assessment analysis, and review curriculum time, subject availability and pathways annually, alongside staff and parent feedback.