

Mandatory MOE Subjects Policy

FS2 to Year 13 | Academic year 2026–27

Our commitment

Arab Unity School (AUS) provides all mandatory national subjects in line with current UAE Ministry of Education requirements. Provision is planned clearly, delivered consistently, monitored regularly and reflected accurately in timetables, information systems, assessment records and report cards. Every student receives their statutory entitlement, and the policy applies to all staff involved in planning, timetabling, teaching, assessing, reporting and leading these subjects.

Which subjects are covered

Subject	Who it is for and how it is taught
Arabic Language	Mandatory for all students from FS2 to Year 13, taught in line with the requirements for Arab students and for non-Arab students.
Islamic Education	Mandatory for all Muslim students, taught in line with approved expectations for Arab Muslim and non-Arab Muslim students.
Social, Moral and Cultural Studies	Provided as required for each student group (including Social Studies and Moral Education). These subjects promote UAE identity, values, citizenship, social responsibility and cultural awareness.

Early Years Arabic (ages 4 to 6)

In the Early Years, Arabic is a visible, high-quality part of daily provision and a mandatory part of the curriculum for children aged 4 to 6. The school ensures that:

- there is enough weekly time for structured, teacher-led learning, as well as Arabic woven through the wider learning environment;
- Arabic is visible in routines, continuous provision, stories, songs, displays, signage and daily interaction;
- teaching is play-based and developmentally appropriate, building communication, vocabulary, listening, speaking and early literacy;
- assessment is ongoing and developmental, identifying strengths, needs and next steps; and
- teachers are suitably qualified, registered where required, and supported through professional development and quality assurance.

Early Years Islamic Education (ages 4 to 6)

For Muslim students aged 4 to 6, Islamic Education is part of the school's statutory provision. It is delivered as a standalone, timetabled subject for the required weekly time. Arab Muslim students are taught in Arabic, and non-Arab Muslim students in the approved language of instruction. Teaching is age-appropriate, engaging and aligned with approved outcomes, assessment is developmental, and teachers hold the required approval and qualifications.

How the school makes sure it happens

- **Allocation:** student records are checked to confirm each student's Arabic status, Muslim status and correct subject allocation, and any concerns are corrected promptly.
- **Timetabling and planning:** mandatory subjects appear clearly in timetables and teaching plans, and are visible in weekly practice, not only in written documents. Allocation is reviewed regularly.
- **Teaching and learning:** learning is consistent with the curriculum and suitable for the age and stage of students, and is evident in everyday routines, student work and assessment records.
- **Assessment and reporting:** in FS2 and the Early Years, reporting focuses on developmental progress and next steps rather than grades. From primary to Year 13, progress and attainment are assessed and reported in line with subject requirements, and mandatory subjects must appear accurately on report cards and tracking systems.

Who is responsible

Who	Their part
School leadership	Ensures consistent implementation, approves staffing, timetables and curriculum models, and monitors compliance, quality and inspection readiness.
Heads of department and phase leaders	Check curriculum coverage, timetabling and grouping, monitor teaching, assessment and data accuracy, and act quickly where provision is not secure.
Teachers	Deliver mandatory subjects as approved, keep accurate assessment, attendance and reporting records, and use age-appropriate, inclusive approaches.
Data, administration and timetabling staff	Keep student grouping and subject allocation accurate, support timetabling and report card set-up, and escalate errors for correction.

Monitoring and review

Leaders review timetables, planning, classroom practice, assessment records and report cards through lesson visits, work scrutiny, data checks and report checks, and use their findings to strengthen provision quickly. They monitor correct student allocation, the visibility of mandatory subjects, the quality of age-appropriate teaching, student progress and the accuracy of data. The policy is reviewed annually, or sooner if KHDA, DSIB, Ministry of Education or UAE requirements change.