

CURRICULUM POLICY 26-27

**International School of Creative Science
Nad al Sheba**



DOCUMENT INFORMATION

Field	Detail
Created by	Principal/ Vice Principal
Created	September 2022
Review	August 2026
Last Review	August 2027
Reviewed by	Principal/ Vice Principal
Review Cycle	Annual

Contents

1. Policy Statement
2. Aims
3. Whole School Curriculum Intent
4. Fundamental British Values
5. Inclusion
6. Practice and Procedures
7. EYFS Curriculum
8. Primary Curriculum
9. Secondary Curriculum
10. ISCS PSHE Curriculum
11. Barakah Culture
12. 12. Careers Guidance
13. Curriculum Review
14. Quality Assurance and Review
15. Staffing & Resources
16. Related Policies

POLICY STATEMENT

ISCS NAS' curriculum is based on the National Curriculum of England, the UAE Ministry of Education and BEAM's program of learning. It leads to awards of GCSEs, iGCSEs, BTECs and AS/A-levels, as well as appropriate school leaving certificates for MOE subjects. The school will provide a deep, broad and balanced curriculum that is knowledge and skills based and consistently offers rich, varied and highly engaging experiences inside and outside of the classroom. Extra-curricular opportunities and excursions are provided to allow all pupils to develop further and enrich and enhance our provision.

1. AIMS

We are committed to fostering an environment where students can excel academically grounded in the nurturing of their spiritual and moral development. We do this by:

- Nurturing a love of lifelong learning
- Develop tools for learning to pursue curiosity, inquisitiveness and knowledge acquisition for personal, academic and future development
- Empowering students with a strong sense of spirituality, promoting well-being and mental hygiene.
- Nurturing morality through self-awareness, social capital and global citizenship
- Broadening horizons by developing knowledge of other cultures and traditions, inspiring respect for differences

In addition to this, the Curriculum Policy aims to ensure that the ISCS Curriculum:

- Fulfills all KHDA, MOE and accreditation requirements;
- Is broad, deep and balanced
- Prepares pupils fully for the next stage of their education, and ultimately the world's leading universities;
- Facilitates personalised provision and, where necessary, personalised curriculum pathways;
- Allows all pupils to progress rapidly and therefore achieve the highest possible academic standards;
- Allows all pupils to develop independent learning skills; allows all pupils to be consistently stretched and challenged.

2. OUR WHOLE SCHOOL CURRICULUM INTENT

Our curriculum is designed to build resilient, grounded learners with the knowledge, understanding and skills to be responsible and effective members of the community locally and internationally, guided by a moral compass rooted in faith, and in doing so transform life chances in a way which supports positive outcomes for our students.

The curriculum will enable our learners to be confident, courageous members of the world, whose voices are heard and who are prepared and able to tackle the barriers that may limit them in fulfilling their ambitions.

The curriculum we create and implement is one which is inspiring, supportive and inclusive. It focusses on sequencing learning at each phase, in line with the UK National curriculum, UAE Ministry of Education curriculum and bespoke, holistic learning opportunities based on the school's international context. This takes students from their unique starting points to a platform from which they can succeed in higher education and the workplace.

It is responsive to our diverse and evolving context. High aspiration is at the heart of our school intention to foster **academic excellence rooted in values**.

At ISCS our intent is for the curriculum to ensure that all our learners' needs are supported so that they can most importantly develop as young people who are well equipped to enter the workplace, whilst building their skill sets

Whole School Curriculum Intent:

[Whole School Curriculum Intent.docx](#)

3. FUNDAMENTAL BRITISH VALUES

Our curriculum is designed to fully uphold and never undermine **Fundamental British Values**. Across all phases and subjects, teaching and learning actively promote **democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs**. These values are embedded through curriculum content, teaching approaches, assemblies, enrichment opportunities, and everyday interactions, ensuring that pupils develop the knowledge, skills, attitudes, and behaviours needed to participate positively, respectfully, and responsibly in modern British and global society.

Our curriculum prepares pupils for the opportunities, responsibilities, and experiences of life in British society by equipping them with the knowledge, skills, and values needed to thrive as confident, informed, and responsible citizens. Through a broad and balanced curriculum, pupils develop strong literacy, numeracy, digital literacy, and critical-thinking skills, alongside a secure understanding of rights, responsibilities, and the rule of law. Learning experiences promote respect, equality, and active participation in community life, enabling pupils to engage thoughtfully with diverse perspectives, make informed choices, and contribute positively to society, both within Britain and in the wider world.

4. INCLUSION

Our curriculum is designed to take full account of the different aptitudes and needs of all pupils, ensuring that every learner can access, engage with, and succeed within a broad and ambitious curriculum. Teaching is underpinned by adaptive and inclusive practice, with curriculum plans thoughtfully modified where necessary to meet individual learning needs. Pupils with SEND are supported through personalised Individual Education Plans (IEPs), informed by regular assessment and reviewed in partnership with staff, pupils, and parents. Targeted strategies and scaffolding support pupils with EAL to develop both language proficiency and subject knowledge, while pupils identified as more able are provided with appropriate challenge, depth, and enrichment to extend their learning. Through this approach, the curriculum promotes equity, high expectations, and meaningful progress for all learners.

5. PRACTICE AND PROCEDURES

For the Ministry of Education curriculum, pupils are split into native and non-native Arabic (from Y2) teaching groups. In addition, the curriculum includes Social Moral and Cultural Education, as well as Islamic Studies.

Year Group	Age	Curriculum
Foundation Stage 1 & 2	3-5	EYFS Foundation Stage Framework, Arabic, Islamic Studies & Qur'an
Year 1 – Year 2	5-7	National Curriculum Key Stage 1 MOE Curriculum & Qur'an
Year 3 – Year 6	7-11	National Curriculum Key Stage 2 MOE Curriculum & Qur'an
Year 7 – Year 9	11-14	National Curriculum Key Stage 3 MOE Curriculum & Qur'an
Year 10 – Year 11	14-16	National Curriculum Key Stage 4 MOE Curriculum & Qur'an
Year 12- Year 13	16-18	AS Levels, A Levels, BTECs, MOE Curriculum & Qur'an

EYFS

Our curriculum encompasses seven total areas of learning and development. All areas of learning and development are important and are inter-connected.

The first three areas are particularly important for building a strong foundation of igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving. These are called the prime areas:

- Communication and language
- Physical development
- Personal, social, and emotional development

The next four areas help children strengthen and apply the prime areas. These are called the specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Throughout their time in Foundation Stage two (FS2), our children partake in an ambitious curriculum, designed in a sequential way, to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs); The descriptors for these can be found following this [link](#).

Our curriculum incorporates learning through play, learning by modelling adults, observing each other, as well as through guided learning and direct teaching. It is also important to highlight that our plans are flexible, allowing us to respond quickly to children's new interests and / or needs.

Weaving throughout the EYFS curriculum are **three Characteristics of Effective Learning**.

- **Playing and exploring;** children investigate, and experience things, and 'have a go'
- **Active learning;** children concentrate, and keep on trying, if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically;** children create and develop their own ideas, make links between ideas, and develop strategies for doing things.

These elements underpin how we reflect on each child's development, and adjust our practice accordingly. Supporting children in their individual learning behaviour, and observing the context of children's play is essential.

'What children learn is important, but how children learn is even more important, if they are to become learners in today's society.'

Helen Moylett

Primary

At ISCS Nad Al Sheba, we are committed to providing a challenging curriculum, with high expectations.

Students in the Primary phase follow the National curriculum of England, and through a rich, diverse and exciting curriculum, our students develop into well rounded, confident learners, pursuing 'excellence' in all that they do.

Students are instructed in the following academic subjects

- English
- Maths
- Science
- Social Studies
- Moral Education

- Arabic
- Quran
- Islamic Studies
- Art
- Physical Education
- Topic
- Computing
- PSHE

Learning in the Primary phase at ISCS, encourages all children to ask questions. Therefore, critical thinking and problem solving are integral to our teaching strategy, as it is through this approach that we instill a zest for learning. To this end, school has invested in curriculum that facilitates critical thinking and deepens learning. In mathematics, the school follows the White Rose Maths scheme (including the related Pearson Power Maths), chosen for its mastery-based approach, fostering deep, long-term conceptual understanding rather than just procedural rote learning. In Science, the school follows Pearson Primary Science, a comprehensive, inquiry-based approach that blends hands-on learning with digital tools to build scientific skills in students aged 5–11. In addition, it offers seamless progression to Lower Secondary, allowing for smooth transition from Primary to Secondary. Our English Curriculum uses a carefully curated reading spine comprising of a rich selection of key texts that expose children to a wide range of authors, diverse characters and global perspectives, thereby ensuring their reading journey through primary cultivates, courage, compassion and empathy.

Throughout Primary, links are made across the curriculum to ensure students are taught through a holistic methodology, which recognises that the learning experience is greatly enriched when subjects are not taught in isolation.

Key Stage 1 (Years 1 and 2)

Key Stage 1 is an important bridge between the Foundation Stage, and the more rigorous content taught in Key Stage 2. We ensure students are equipped with a strong foundation, to ensure a smooth transition into Key Stage 2. Phonics and Mathematics are provided daily, to further students' reading, writing, and problem-solving skills.

Key Stage 2 (Years 3 to 6)

In Key Stage 2, our students explore subjects in more detail, allowing them to extend and challenge their learning. The development of leadership and independent learning skills are an integral part of the learning modules, for students of Years 3 to 6.

As students' progress throughout Key Stage 2, we ensure that they are adequately prepared by the end of Year 6, for the best possible transition to our Secondary school.

Secondary and Post-16

Our vision is excellence rooted in faith. We have high expectations for all of our students, as we want them to excel academically, socially and morally. We want all of our students to be ready to learn, to show mutual respect to one another and to feel safe within school. Ultimately, we want our students to develop as happy and successful young people who are future ready.

Our Secondary curriculum is broad and balanced and provides opportunities for students to develop a wide range of knowledge and skills. We teach the international UK national curriculum which is underpinned by our virtues curriculum.

Key Stage 3 (Years 7 to 9)

At Key Stage 3 we follow the Pearson iLower Secondary curriculum which is aligned to the UK National curriculum standards. The iLower Secondary curriculum offers our students an international perspective, scaffolds learning and supports student progression to key stage 4. Alongside the core MOE subjects, key stage 3 students' study:

- English,
- Maths,
- Science,
- Computing
- Humanities (History and Geography),
- Design and Technology,
- Robotics
- Art
- PE.
- PSHE

Key Stage 4 (Years 10 to 11)

We are a Pearson examination centre, with approval to deliver IGCSEs, A levels and BTEC qualifications. We are also a Cambridge approved examination centre.

At Key Stage 4 our 'Pathways for Success' aim to support our students' interests, career aspirations and progression to Post 16. We offer a range of Pearson and Cambridge IGCSEs and a selection of BTECs. Our core KS4 subjects are English, Maths, Science and PE. Students then select at least three option subjects.

IGCSEs

Core: English Language A, Maths higher/foundation, Science double/triple, PE

MOE subjects

Option subjects:

KS4 Options –Current Year 10

Core Subjects	Option Block 1	Option Block 2	Option Block 3
English	IGCSE Business	GCSE Psychology	IGCSE Computing
Maths	IGCSE Design Technology	IGCSE Geography	IGCSE English Literature
Science (Double Science/ Triple Science)	IGCSE Art	BTEC Sports	BTEC Business
Arabic/Arabic GCSE		IGCSE Economics	IGCSE ICT
PE			
Moral and Social Studies			
Islamic Studies			
Quran			

BTECs

To ensure students are able to access vocational qualifications, we have a range of BTECs on offer at KS4 and KS5:

- ☐ Sport- L2 and L3
- ☐ Business- L2 and L3
- ☐ Applied Science- L3
- ☐ BTEC IT- L3

Key Stage 5 (Years 12 and 13)

Our Key Stage 5 curriculum builds on our key stage 4 'Pathways for Success', by supporting student progression to university and to the world of work. We offer a range of Pearson and Cambridge A-levels and BTEC qualifications. Students complete a core programme of Study skills and the Duke of Edinburgh (DOE) alongside their A-levels/BTECs. Students continue to study mandatory Ministry of Education subjects such as Arabic, Islamic Studies and Moral Education, as well as the school's Qur'an program.

Alongside their academic timetable, students have a particular focus on building the soft skills required to excel in University and beyond. They regularly take part in projects, industry visits and entrepreneurial activities to help nurture their future interests.

Subjects offered at KS5:

Block 1	Block 2	Block 3	Block 4	Block 5	MOE (core)
IA Level Biology	IA Level Chemistry	IA Level Physics		Tarbiyah	Arabic
IA Level Business	IA Level Economics	IA Level Accounting	IA Level Math	Study skills	Islamic
BTEC IT Level 3	BTEC Business Level 3	BTEC Applied Science Level 3	BTEC Business Level 3	Duke of Edinburgh	Moral education
IA Level Computer Science	BTEC Applied Science Level 3	BTEC Sport Level 3	IA Level Geography Closed	PE	Quran
IA Level Design Technology Closed		IA Level Psychology			
IA Level English Literature					

6. ISCS PSHE Curriculum

Intent of the PSHE Curriculum:

PSHE (Personal, Social, Health and Economic) education is a crucial part of a child's education. It gives children access to critical information about themselves and the many facets of the diverse world around them. At ISCS, we provide a specifically tailored curriculum that is both broad and balanced, and meets the unique context of our school. We give pupils access to big ideas and conversations, alongside practical experiences. At the heart of this, we encourage respect and understanding of the universal rights of the child, as articulated in the UNCRC. At ISCS, we aim to promote children's knowledge, self esteem, emotional wellbeing and resilience, and to help them to form and maintain worthwhile and positive relationships. Children will be taught to have respect for themselves, and for others, within our local, national and global communities. We aim to develop key character skills, including decision making, informed risk taking, good communication, and self-regulation strategies. We encourage the exploration of, and respect for, values held by different cultures and groups within our local community, and promote the development of positive attitudes. We encourage honesty and respect in all relationships, and nurture sensitivity to the needs and feelings of others. We aim to enable children to develop a deepening knowledge of their health and wellbeing, including their mental and physical health.

The information provided will be relevant and appropriate to the age and maturity of pupils, underpinned by the faith-based ethos of the school. At ISCS, we aim to prepare pupils adequately for adult life: its decisions, responsibilities, experiences and opportunities, and to allow pupils to develop fully as emotional mature human beings.

Aims of the PSHE Curriculum:

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Early years PSHE provision:

In the Early Years Foundation Stage, PSHE is referred to as personal, social, and emotional development. EYFS sets standards for the learning, development, and care of children from birth to 5 years old. Our PSHE curriculum respects and adheres to the Statutory framework for the Early Years Foundation Stage. The Early Learning Goals are not used as the curriculum but build upon the wide variety of rich experiences that are crucial to child development, from being read to frequently, to playing with friends.

Our PSHE curriculum in EYFS encourages an enquiry, play-based curriculum which aims to foster a love of learning and inspires the children to ask and answer their own questions. The activities support the development and achievement of their Early Learning Goals.

Primary:

In Primary, the PSHE curriculum has 6 themes (one per half term):

Being me in my World	Relationships	Celebrating differences	Dreams and Goals	Healthy Me	Changing Me
-----------------------------	----------------------	--------------------------------	-------------------------	-------------------	--------------------

Each theme covers all the non-statutory areas of the ENC PSHE guidance. More details can be found in the PSHE Long Term Plan.

Each class has a dedicated session per week and learning is recorded.

Secondary and Post-16:

In Secondary and Post-16, the PSHE curriculum has 6 themes (one per half term):

Online Safety & Digital Literacy	Bullying & Discrimination	Mental Health & Wellbeing	Physical literacy, Health & Fitness	Careers, goals and aspirations	Relationship, Community, and responsibility
---	--------------------------------------	--------------------------------------	--	---------------------------------------	--

PSHE is delivered through assemblies and implicitly through the curriculum.

7. BARAKAH CULTURE

Our PSHE curriculum is complemented and strengthened by our **Barakah culture approach**, which places personal development, wellbeing, and character at the heart of school life. Through this approach, PSHE learning is brought to life beyond the classroom, with values such as kindness, respect, responsibility, gratitude, and integrity consistently reinforced through daily interactions, assemblies, enrichment activities, and positive behaviour expectations. The Barakah culture supports pupils in developing self-awareness, empathy, resilience, and moral responsibility, ensuring that personal, social, health, and economic education is not taught in isolation but embedded in the lived experiences of pupils. Together, PSHE and the Barakah culture provide a coherent and values-driven framework that supports pupils' holistic development and prepares them to contribute positively to their communities and wider society.

8. ISCS Careers Guidance

At ISCS NAS, we recognize the importance of high-quality career guidance in preparing our students for their future. Our Career Guidance Program is designed to equip students with the necessary information and skills to make informed decisions about their educational pathways and career aspirations. By fostering self-awareness, exploring career options, and developing essential skills, we aim to empower our students to become successful leaders in their chosen fields.

Our careers guidance program and curriculum aims to:

- support students in making informed decisions about their educational pathways and career aspirations.
- provide students with opportunities to explore various career options and industries.
- develop students' essential skills, such as critical thinking, problem-solving, communication, and teamwork.
- foster a culture of lifelong learning and personal growth.

Program Components

Internships: Offer opportunities for students to gain practical experience and explore potential career paths.

Community Service and Volunteering: Encourage students to contribute to their community and develop valuable life skills.

University Campus Visits: Organize visits to local universities to provide students with firsthand insights into different academic programs and campuses.

Psychometric Testing: Utilize online assessment tools to help students identify their interests, aptitudes, and learning styles.

Soft Skills Development: Offer workshops and sessions to enhance students' communication, presentation, and interpersonal skills.

Course and University Selection: Offer guidance and support in choosing suitable courses and universities.

Support for Students of Determination: Provide specialized support and resources to cater to the needs of students with special educational needs.

Enrichment Programs: Encourage participation in local and global enrichment programs to broaden students' horizons and develop leadership skills.

University Applications: Offer guidance and support throughout the university application process.

Program Implementation

Years 7 and 8: Introduce students to careers through enrichment and moral education programs.

Year 9: Provide support throughout the GCSE/IGCSE Options process, including career fairs, online resources, and dedicated career days.

Years 10 and 11: Continue to offer support and guidance, focusing on GCSE/IGCSE examinations and A-Level course selection.

Sixth Form (Years 12 and 13): Provide comprehensive support for university applications and individual student pathway progression.

9. CURRICULUM REVIEW:

Our curriculum is reviewed through a consistent, reflective, and evidence-informed process that is applied across all subjects using a common review template. This approach enables subject leaders to evaluate curriculum coverage, depth, challenge, and impact using a range of evidence, including pupil work, assessment information, learning observations, and student voice. Reviews explicitly consider curriculum design, modification and adaptation for SEND and EAL learners, opportunities for challenge and aspiration, cross-curricular links, and the effectiveness of assessment practices. Strengths, gaps, and areas for development are clearly identified, leading to agreed next steps that directly inform curriculum modification, professional dialogue, and the refinement of long-term plans, ensuring the curriculum remains ambitious, inclusive, and responsive to pupils' needs

10. QUALITY ASSURANCE:

Teachers, led by the Head of Subject and Head of School are responsible for preparing long, medium term planning documentation which outlines curriculum delivery according to this policy and for ensuring that this documentation is stored centrally.

Through the annual self-evaluation cycle, judgements on the quality of curriculum provision are made through:

- ☐ Lesson observations
- ☐ Planning scrutiny
- ☐ Work scrutiny
- ☐ Assessment scrutiny
- ☐ Data analysis
- ☐ Discussions about pupil progress
- ☐ Learning walks.

11. STAFFING & RESOURCES

The Senior Leadership Team is responsible for oversight of this policy. The document forms the central strand from which all other curriculum policies are devised. Every teaching member of staff and support staff has a responsibility to ensure they understand this policy and are clearly evidencing its action in all that they do in their planning and teaching.

12. RELATED POLICIES:

This policy should be read in conjunction with:

- Learning and Teaching Policy
- Quality Feedback and Marking Policy
- Inclusion Policy
- Assessment Policy
- Well-Being and Healthy Lifestyle Policy



مدرسة الإبداع
العلمي الدولية
INTERNATIONAL SCHOOL
OF CREATIVE SCIENCE



British School Overseas
Inspected DfE Accredited