

POLICY	Owner	Head of School
CURRICULUM	ID (Version)	4.1.1. (v2)
	Published	12-January-2024
	Valid Until	12-January-2026

POLICY STATEMENT

At the Arbor School (“Arbor”, “we”, “the school”), we recognise that the quality of the curriculum makes a significant contribution to our students’ interest, engagement, and learning. The curriculum has been developed ensuring that the subjects, programmes of study, standards and outcomes of the English National Curriculum are delivered through the Arbor curriculum. In developing the curriculum, we have set out very clear aims to ensure that all children who attend Arbor are successful.

APPLICATION

1. STANDARDS

- The school’s curriculum will be comprehensive and progressive in its provision of competencies and coverage of learning domains.
- The school’s curriculum will complement the requirements of the school’s accrediting organisations / examination bodies.
- Educators will ensure that approaches to learning
 - build on the prior knowledge of learners and actively engages them in experiences that help them construct new understandings.
 - provide support that nurtures emerging skills and abilities within the zone of proximal development.
 - provide correctional guidance to learners, including informative feedback on their performance, approaches to learning, and extent of curriculum coverage.
 - fully engage students and enhance their ability to remain highly competent lifelong learners.
 - focus strongly on the provision of metacognitive strategies.
 - provide techniques, skills and strategies that further improve the quality, value, or extent of learning.
- The school will maintain a curriculum review cycle for the continuous evaluation and improvement of curriculum quality.
- The school will maintain systems that ensure that educational resources are of a high standard.

2. SCOPE

In defining and implementing its curriculum, the school aims to:

- Set the programme of study for relevant year groups.
- Ensure that the curriculum is enacted through teaching that includes pedagogies and methods that are research-based and child-centred providing all students with the opportunity to make good progress.
- Ensure that the enacted curriculum is aligned to the school’s vision, mission, and values in terms of the school’s three pillars of Ecoliteracy (Abundance), Sustainability (Flourishing) and Environmental Justice (Harmony).
- Recognise that learning occurs when learners build on their prior knowledge and actively engage in experiences that help them construct new understandings.

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- Ensure that all students receive support that nurtures emerging skills and abilities within their zone of challenge.
- Recognise that learning occurs when learners receive correctional guidance, including informative feedback on their performance, approaches to learning, and extent of curriculum coverage.
- Provide a personalised pathway for all students based on self-regulated or individualised feedback and target setting; and
- Provide an inclusive curriculum, giving students the opportunity to experience success in learning, and to be respected for the contributions they make.

3. EYFS CURRICULUM

Exploring our Home

The Early Years Foundation Stage (“EYFS”) at Arbor is a safe and happy place to learn, work and play. In partnership with families, we will provide an engaging and enriching curriculum that allows children to explore, develop and learn. Through meaningful projects children are guided on a nurturing journey which enables them to become confident, inquisitive, imaginative, and empathetic learners. The fully inclusive and personalised curriculum is designed to introduce children to the schools’ unique ecological approach, promote independence, encourage children to embrace challenge and establishes the building blocks necessary for the rest of their education journey.

The Arbor EYFS curriculum follows the Early Years Statutory Framework for the Early Years Foundation Stage in the UK. This framework specifies the requirements for learning and development in the Early Years and it is organised into seven *Areas of Learning and Development*. Children in Early Years will also have access to subject specific teaching where appropriate.

Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
Physical Development	Mathematics
Communication and Language Development	Understanding the World
	Expressive Arts and Design

4. PRIMARY SCHOOL CURRICULUM

Connecting to Nature

As children transition from Foundation Stage to the Primary School, elements of structure and formality are introduced to the school day, but always with a playful, inquisitive, and engaging approach. Class and subject specific teachers will stretch each child’s thinking, developing their abilities to observe, question and engage in investigative work across all curriculum areas. To give meaningful learning opportunities to our students, learning is planned through enquiry-based projects in which children investigate meaning, issues and questions. Children will begin to access a range of specialised learning spaces on and beyond the school campus.

The Primary curriculum at Arbor will cover all the subject and learning aims of English National Curriculum and those required by the ministry of Education in the UAE Curriculum, which include:

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English National Curriculum	UAE Curriculum
English – Reading, Writing, Grammar, Punctuation and Spelling	Native Arabic
Mathematics	Non-Native Arabic
Science	Islamic Studies
Computing	Moral Education
History	UAE Social Studies
Geography	
Modern Foreign Languages – French Taught from Year 3	
Physical Education – Including Swimming	
Music and Drama	
Art and Design Technology	

5. SECONDARY SCHOOL CURRICULUM

Discovering our Purpose

The Secondary curriculum provides fundamental knowledge in the key areas of learning and will ensure that learners have both the opportunity and ability to access tertiary education if they choose to do so, or other credible pathways. The curriculum blends National Curriculum Objectives with the Ecoliteracy framework and competencies wherein students begin looking at interactions and relationships between multiple systems. In their study of ecological, social, cultural, and economic systems, students manipulate and observe systems to identify subsystems, the relationship of inputs and outputs to system function, and the significance of emergent properties, and learn to recognise how systems change over time.

4.1. KEY STAGE 3

Find your path.

In Key Stage Three (KS3), students at Arbor will further their subject specific knowledge, transitioning from the Primary School into a structured programme delivered entirely by subject specialists. The holistic secondary curriculum is defined by the relevant Programme of Study of the National Curriculum for England and those required by the Ministry of Education in the UAE, and enriched with a range of Ecoliteracy, projects and inquiry-based learning opportunities. Subject leaders and / or teachers within the Secondary School publish the suggested range and sequence of learning activities and topics offered by the school. The curriculum for each subject will be responsive and adaptable, reflective of best practice and research-based educational methodologies and will make a significant contribution to students' exposure to and understanding of Ecoliteracy (Abundance), Sustainability (Flourishing) and Environmental Justice (Harmony).

Enrichment activities within the curriculum include opportunities to extend students' learning beyond the boundaries of the classroom through education outside of the classroom, interactions with visiting experts, or virtual meetings with international figures or experts.

Students in Year 9 (with support from the Curriculum Leads and Futures Counsellor) identify option choices from an appropriate range of subjects and qualifications, and where required a range of alternative pathways will be provided. They study a concept-based curriculum which blends

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ecoliteracy principles through a guiding question across all subjects. This allows for transference of skills, learning and understanding, as well as deepening understanding of a real-life situation.

English National Curriculum	UAE Curriculum
English Language and Literature	Native Arabic
Science	Non-Native Arabic
Maths	Islamic Studies
Computing	Moral Education/MSC
History	UAE Social Studies/MSC
Geography	
Modern Foreign Languages – French/Spanish	Arbor Curriculum
Physical Education – Including Swimming	Eco-literacy
Music and Drama	PEEC
Art, Design Technology and Food Technology	

4.2. KEY STAGE 4 / 5

Designing the Future

The KS 4 / 5 curriculum builds upon the foundations of KS3, and provide a challenging, nurturing, and authentic environment for students to build a deep knowledge of their subjects as they begin to specialise according to their talents, interests, and aspirations. Literacy and numeracy remain fundamental for students to access all other areas of learning and will form a core element of the requirements at KS4 through their core subjects. Students graduating from the Arbor School will have developed a core set of competencies, based in the intellectual, moral, civic and performance virtues of the school. The curriculum provides multiple and varied opportunities to develop these virtues, including vocational experiences, residential experiences, service and action opportunities and an expectation that students engage in the expressive arts, sports, and cultural enrichment activities.

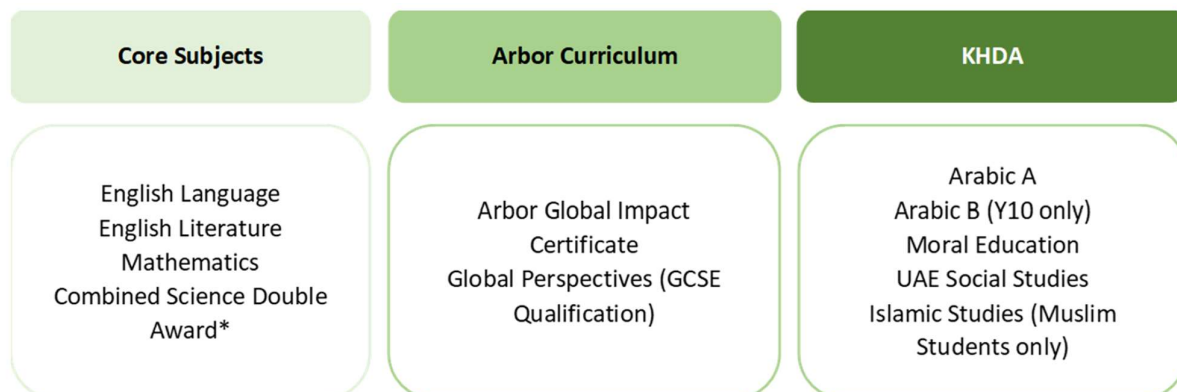
Enrichment activities within the curriculum include opportunities to extend students' learning beyond the boundaries of the classroom through education outside of the classroom, interactions with visiting experts, or virtual meetings with international figures or experts.

Students in Year 11 (with support from the Curriculum Leads and Futures Counsellor) identify option choices from an appropriate range of subjects and qualifications, and where required a range of alternative pathways will be provided.

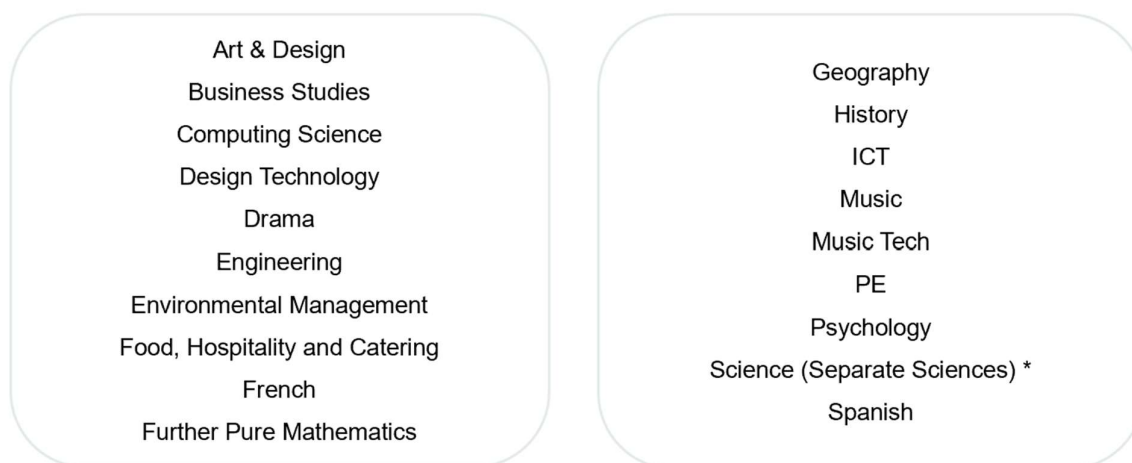
Key Stage 4

The Key Stage 4 curriculum at the Arbor School is grounded in the English National Curriculum's GCSE qualification and uses a range of Examination Boards to identify the appropriate specification. Heads of the Department use this as the basis for the development of the curriculum. This is supported by a range of technical, vocational, and alternative pathways, along with the bespoke Global Impact Certificate. The Arbor School reviews and selects an appropriate range of subjects and examination boards based on a range of factors including student interest, projected student numbers, content and structure of the course, assessment structures and other relevant areas.

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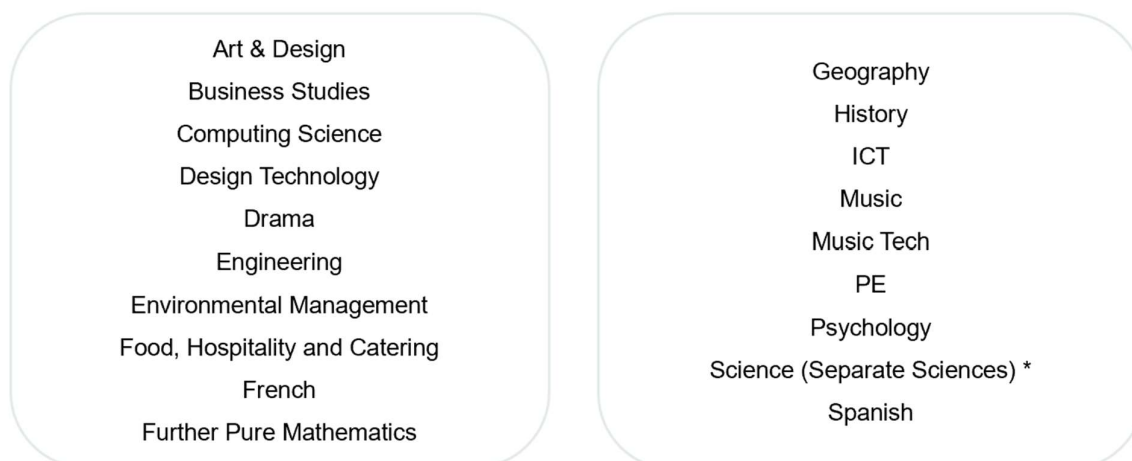


Students study the above subjects and choose from a range of options including but not limited to:



Key Stage 5

At Key Stage 5, the curriculum is based upon the British A Level system, supported by a range of technical, vocational, and alternative pathways, along with the bespoke Global Impact Certificate Level 2 Students can pick from several options including but not limited to:



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6. LITERACY AND NUMERACY

Literacy and numeracy knowledge and skills are essential foundations for learning, educational attainment, personal enrichment, social interaction, and future employment. Literate and numerate students better understand and negotiate their world and can actively participate in all aspects of society as informed citizens.

Being literate can be defined as the ability, confidence, and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living.

Numeracy involves drawing on knowledge of contexts and circumstances in deciding when to use mathematics, choosing the mathematics to use, and critically evaluating its use. Students become numerate as they develop the capacity to recognise and understand the role of mathematics in the world around them and the confidence, willingness, and ability to apply mathematics to their lives in constructive and meaningful ways. Highly numerate students interpret, apply, and critically evaluate mathematical strategies, and communicate mathematical reasoning in a range of practical situations.

The teaching of literacy and numeracy is of particular importance in the curriculum at Arbor. Its importance will be illustrated through the devotion of significant periods of time, resources, professional development of staff, assessment, and quality assurance to ensure that the school is continuously developing the numeracy and literacy skills of our students.

7. CONTROVERSIAL ISSUES INCLUDING SEX AND HEALTHY RELATIONSHIPS

We commit to providing a broad and balanced curriculum, bearing in mind the special religious, cultural and political environment of the UAE and Middle East. During the staff induction process, all teachers at Arbor will be provided with information and training regarding possible controversial issues, and how to approach the teaching of such issues. Possible controversial issues may include religion, geo-politics, relationships, sex and sex education, or topics which may contravene the teachings of the Prophet Muhammad (PBUH).

The school will provide an age-appropriate education regarding sex education and healthy relationships and will make available to parents the timing, content and intended outcomes prior to doing so. Parents have the option to exclude their children from these sessions, should they wish to do so.

Where a staff member is unsure with regards to the teaching of a potentially controversial issue, they will speak with the relevant Head of School prior to delivery.

8. ENRICHMENT

All children will have opportunities for enrichment both within and beyond the classroom, including offsite visits or visits from special guests, co-curricular and extracurricular activities, and an enhanced curriculum which extends and enriches the National Curriculum for England. The enrichment programme at Arbor is varied, well planned, progressive, and personalised to both recognise the existing talents of our students and provide opportunities to experience new activities within the arts; languages; culture; the environment; science, technology, engineering, and mathematics ("STEM"); academia, sports, athletic endeavours; and beyond.

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9. ECOLITERACY

Ecoliteracy is a way of thinking about the world in terms of its interdependent ecological, social, cultural, and economic systems, and the complex ways human activities shape and are shaped by these interacting systems.

Teachers support Ecoliteracy by helping students to understand and apply the principles and concepts across academic subjects and in the real world. The principles and concepts are the foundation of the content and skills taught in the curricular, cocurricular and extracurricular programmes, designed to promote learning for sustainability and to prepare students to be active contributors to a future where there is “Enough for all, forever.”

ECOLITERACY PRINCIPLES AT A GLANCE

The school’s Ecoliteracy principles highlight the thinking and learning that is needed to better understand and take action to nurture the profound and complex relationships that shape the future of humans as part of the natural world.

Principle 1 – Ecological, Social, Cultural and Economic Systems

An understanding of ecological, social, cultural, and economic systems provides a foundation for the cross-disciplinary thinking and learning that Ecoliteracy requires.

Principle 2 – Inspired by Nature

The natural world has the power to inspire our imagination and creativity and provides models for solving some of our most challenging human problems.

Principle 3 – Systems Thinking

The ability to engage in systems thinking is fundamental to understanding and addressing challenges and questions that have no single solution, that are complex and dynamic, and that have emergent properties that may not be predictable.

Principle 4 – Sustainable Thinking

The ability to address the challenges of our time requires thinkers whose solutions consider the long-term wellbeing of humans and human cultures, and the integrity of the environment and natural systems.

Principle 5 – Community Thinking

The ability to live well in a place requires thinkers who have the agency and efficacy to take action that meets the needs of all people in ways that are fair and just.

10. COMMUNICATION OF THE CURRICULUM

The school will communicate the intended curriculum to the community at regular intervals, via multiple media types.

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ABBREVIATIONS AND DEFINITIONS

Abbreviation / Term	Description / Definition
EYFS	Early Years Foundation Stage
KHDA	Knowledge and Human Development Authority
KS	Key Stage
STEM	Science, Technology, Engineering and Mathematics