



Beaconhouse Private School Al Ain

Curriculum Policy

2025 - 2026

Curriculum Policy

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Regional Director		Principal					
Head of Foundation Stage		Head of Primary			Head of Secondary		

1. Introduction

At Beaconhouse Private School (BPS) Al Ain, our curriculum is rooted in the Pearson Edexcel framework following the National Curriculum for England, delivered in accordance with the Abu Dhabi Department of Education and Knowledge (ADEK) School Curriculum Policy (September 2024, v1.1). Our curriculum provides a broad, balanced, and inclusive education that nurtures academic achievement, character development, national identity, and global citizenship while fulfilling UAE Ministry of Education (MoE) requirements. We aim to empower every student to achieve their full potential, with high expectations and meaningful opportunities to develop as well-rounded individuals.

2. Curriculum Aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that are coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' emotional, moral, social, and cultural development.
- Promote a positive attitude towards learning.
- Support pupils' physical development and responsibility for their health and enable them to be active.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide subject choices that support pupils' learning and progression and enable them to work towards achieving their goals.
- Provide a broad curriculum prioritising a solid academic core of subjects, such as those offered in the MOE Decree 883
- Develop pupils' independent learning skills and resilience to equip them for further/higher education and employment
- Schools with early years provision may also wish to refer to this specifically – for example, to promote the learning and development of our youngest children and ensure they are ready for Key Stage One

3. Compliance and Legislative Framework

This policy aligns with the:

- ADEK School Curriculum Policy (September 2024, v1.1)
- UAE Ministry of Education compulsory subjects and instruction time
- Pearson Edexcel qualification standards
- The National Curriculum for England
- Early Years Foundation Stage (EYFS) Framework (2024)
- Cambridge IGCSE Standards

4. Curriculum Structure and Department Overviews

4.1 Early Years Foundation Stage (EYFS)

The EYFS is based on four guiding principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/ carers;
- Children develop and learn in different ways and at different rates.

Principles for our Provision in the Early Years Foundation Stage

The following principles provide the framework for our provision in our Early Years setting:

- Effective education requires both a relevant curriculum and practitioners who understand it.
- Effective education requires that practitioners understand that children develop rapidly and at different rates throughout their development - physically, intellectually, socially and emotionally.
- Practitioners ensure all children feel included, secure and valued.
- School works in partnership with parents.
- We provide opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves.
- Staff observe and respond appropriately to children.
- Well-planned, purposeful activity and appropriate intervention by staff engages children effectively in the learning process.
- The children are provided with rich and stimulating experiences in a learning environment that is well planned and organised.

The Curriculum

Our curriculum reflects the EYFS Framework which details seven areas of learning and development that shape educational programmes in the early years:

Prime Areas:

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

Specific Areas:

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

Although the three prime areas of learning are fundamental to the development of each child, all seven areas are interrelated and are delivered in conjunction with each other. The EYFS Framework also details three characteristics of effective teaching and learning which are considered when planning and guiding children's activities and the learning environment:

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

These characteristics weave through all seven areas of learning and develop as children learn new things, acquire new skills, develop socially and emotionally and become better communicators. At BPS, our aim is to provide a broad, balanced and differentiated curriculum which addresses the children's social and emotional, physical, intellectual, moral and cultural development within a safe, secure and stimulating learning environment. We carefully consider and plan a progressive curriculum around engaging topics, specifically chosen to reflect the seven areas of learning and to secure the foundations for children's learning in Year 1. It takes account of children's interests and how children learn to maximise engagement and ensure progress for every child.

Teaching and Learning

The curriculum is delivered through a balance of child-initiated (play-based) and adult-led learning. Every day,

children are given plenty of opportunity for prolonged periods of uninterrupted play so that they can learn through exploration, discovery, rehearsal and experimentation. Great care is given to setting up our indoor and outdoor learning environments to ensure that they facilitate what we would like the children to learn and also reflect the characteristics of effective teaching and learning. Resources are chosen and enhancements planned that encourage children to collaborate, persevere and problem solve whilst at the same time developing their personal and social skills.

Alongside play-based learning, adult-led sessions take place throughout the week to introduce new learning, develop vocabulary, share stories, and celebrate our achievements. These may take the form of whole class or small group sessions and are planned to be short, focused and interactive, providing further opportunity for sustained shared-thinking and collaborative working.

Role of the Practitioner

Staff carefully plan enhancements to the continuous provision available during child-initiated learning, both indoors and outdoors, to provide a positive context for teaching and learning. Their role during this time is to interact with the children to support and extend learning and to be alert to possibilities that will naturally enhance outcomes for children through play. This includes helping children to make connections in their learning and to reflect on what they have previously learnt to move them forward, through appropriate questioning and discussion. In addition, practitioners make skilled and meaningful observations of children which are used to identify children's Next Steps. This continual assessment provides a picture of every child's development and progress which is fed into planning, ensuring further quality play and activities are provided which encourage an appropriate level of challenge for each child.

Planning

Plans	Content
Curriculum overviews	These are long term overviews of intended teaching and learning across the year, mapped to the non-statutory Development Matters document, 2020. They provide details of broad learning themes/topics that will ensure the content of the educational programmes is delivered.
Provisional medium term plans are produced for each topic	Written half termly as a guide for weekly planning – however the teacher may alter these in response to the needs, achievements and interests of the children.

Short term plans are completed weekly to plan appropriate coverage of the 7 EYFS areas of learning.	Planning sets out specific learning intentions / activities and assessment links for specific groups. Planning may be amended daily/weekly to develop children's interests as needed.
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4.2 Key Stages 1 & 2 (Years 1–6)

The Primary curriculum is thematically planned to provide students with a rich, purposeful, and contextualised learning experience rooted in the National Curriculum for England, adapted to reflect the UAE's unique culture and society.

Core subjects:

- English
- Mathematics
- Science

Building strong foundations in literacy, numeracy, and enquiry skills, while foundation subjects such as

- Social Studies (History/Geography)
- Physical Education
- Creative Arts
- Music
- Computing
- French

These subjects promote curiosity, cultural awareness, and creative thinking amongst our students.

The curriculum is ambitious, carefully sequenced, and coherent, ensuring that knowledge and skills are built cumulatively and preparing all students for future success. A rigorous focus on reading develops students' confidence and enjoyment of reading.

English is the medium of instruction, with Arabic taught as both a first and second language, Islamic Studies provided for Muslim students, PSHE for Non-Muslims, and UAE Social Studies and Moral Education compulsory for all.

Termly Progress Tests, End of Unit Tests, and other informal assessments ensure progress is continually monitored, alongside resources aligned with the National Curriculum such as iPrimary English, Power Maths and Science Bug International to support high-quality provision.

4.3 Key Stage 3 (Years 7–9)

Key Stage 3 serves as a vital bridge to IGCSE, deepening subject knowledge and fostering critical thinking through a robust curriculum built on primary foundations. Core subjects include:

- English
- Mathematics
- Science
- Arabic
- Islamic Studies (for Muslim students)
- Moral Social and Cultural Studies

while foundation subjects such as

- Social Studies (History/Geography)
- Computing
- Art
- Music
- French
- Physical Education

Nurturing creativity, cultural awareness, and independence. Carefully sequenced lessons, high expectations, and a focus on active learning equip students with the skills and confidence to make informed IGCSE choices, supported by regular assessments, enrichment opportunities, and extracurricular activities that promote a well-rounded education.

4.4 Key Stage 4 (Years 10–11)

In Key Stage 4, the Cambridge IGCSE framework is followed, enabling students to engage in a rigorous, internationally respected programme that supports high academic standards and prepares them for post-16 study or future careers. The curriculum includes compulsory subjects such as

- English
- Mathematics
- Physics
- Biology
- Chemistry
- Arabic
- Islamic Studies for Muslim students
- PSHE for non-Muslim students
- Moral, Social and Cultural Studies
- Physical Education

Ensuring a strong core of knowledge and skills. In addition, students can personalise their learning pathways by selecting from a range of optional subjects including

- Business Studies
- Accounting
- ICT
- History
- Geography

Allowing students to explore their interests and strengths in greater depth. Lessons are designed to challenge and

motivate learners through well-structured content, effective assessment, and opportunities for critical thinking, problem-solving, and independent study, all of which support their readiness for A Levels, further education, or the world of work.

5. Compulsory UAE MoE Subjects

As per ADEK and MoE requirements, BPS ensures all students study:

- Arabic Language (A for native, B for non-native)
- Islamic Education (for Muslim students)
- UAE Social Studies
- Moral, Social, and Cultural (MSC) Studies

with full adherence to the minimum instructional time specified by the Ministry of Education.

The UAE National Curriculum is embedded through compulsory Arabic Language study for all students, with tailored schemes for native (Arabic A) and non-native (Arabic B) speakers. Moral, Social, and Cultural (MSC) studies cover character and morality, the individual and community, civic studies, and cultural understanding, developing students' thinking, learning, and communication skills across year groups. In line with UAE priorities and the Dubai Strategic Plan 2021, social studies standards are integrated to build knowledge of history, geography, and civics, fostering respect for diversity while preserving UAE culture and heritage. Textbooks, supported by online resources such as Kutubee, complement the curriculum

6. Curriculum Design and Implementation

The curriculum is designed to be:

- Ambitious and inclusive, meeting the needs of all students
- Progressively sequenced with vertical and horizontal alignment
- Coherent, relevant, and engaging, with cross-curricular links
- Reflective of UAE national priorities and values
- Supportive of 21st-century skills, wellbeing, sustainability, and character education
Teachers collaborate to design learning experiences that integrate these priorities and use data-informed planning to personalise provision where needed.

7. Inclusion

BPS Al Ain is committed to an inclusive approach that celebrates diversity and supports equitable access to learning. In line with ADEK's Inclusion Policy, the curriculum is adapted to remove barriers for Students of Determination, with appropriate accommodations, modifications, and support provided. English as an Additional Language (EAL) learners receive differentiated instruction to help develop language proficiency while accessing the wider curriculum. Gifted and Talented students are offered extension opportunities and enrichment activities to challenge and stimulate their learning. Inclusion is a shared responsibility of all staff, and is supported by trained specialists who ensure the needs of every learner are met within a caring and respectful environment.

8. Assessment, Progress, and Reporting

- Internal and external assessments are used to monitor progress, including termly benchmarks, GL assessments, Pearson Progression tools, and Cambridge IGCSE.
- Formative and summative data is analysed to track attainment and plan interventions where necessary.
- Reports are shared termly with parents, providing clarity on progress, next steps, and areas for development.
- Emirati students are supported to meet UAE equivalency requirements (Al Thanawiya).

9. Enrichment and Co-Curricular Activities

The school provides a comprehensive enrichment programme in line with ADEK's Extracurricular Activities Policy, including clubs, sports, arts, leadership opportunities, innovation, enterprise, and career-related activities. Educational visits, competitions, guest lectures, and community engagement initiatives help to broaden students' experiences, develop personal skills, and build confidence for lifelong success.