

POLICY ON CURRICULUM

Introduced:	April 2019
REVIEW 1:	April, 2021
REVIEW 2:	April, 2023
REVIEW 3:	April, 2025
REVIEW 4:	September 2025
NEXT REVIEW :	September 2026

Definition:

The curriculum refers to the lessons and academic content to be taught to a learner in the school. It encompasses general objectives of learning, courses of study, subject-wise instructional objectives and content, pedagogical practices and assessment guidelines.

The curriculum provided by Dunes is guided by CBSE syllabus which is based on National Curriculum Framework-2005 and best practices from Ofsted and Manitoba and seeks to provide opportunities for students to achieve excellence in learning.

Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

Purpose

- The school curriculum is designed to deliver a high-quality education that equips students with the knowledge, skills, and values needed to achieve their full potential. It fosters independence, collaboration, and critical thinking while ensuring the holistic development of students, including their physical health, socio-emotional well-being, and personal growth, in line with ADEK's framework for quality education.
- Curricular choices and cross-curricular links are provided for meaningful and authentic learning experiences required to achieve world-class standards.

Dunes International School

Plot no 19; Shabiya 9; Mussafah; Abu Dhabi; P.O Box 5121

Tel.: 0097125527527

School code: 90201 | Affiliation number: 6630051



مدرسة ديونز الدولية

رقم قطعة: ١٩, شعبية ٩, مصفح, أبوظبي, ص ب : ٥١٢١

هاتف: ٠٠٩٧١٢٥٥٢٧٥٢٧

كود المدرسة : ٩٠٢٠١ | رقم الانتساب: ٦٦٣٠٠٥١

- The school defines the requirements for the compulsory core subjects in accordance with Ministry of Education (MoE) guidelines. These include Arabic Language (KG–Grade 9), Islamic Education for Muslim students (KG–Grade 12), and Moral, Social, and Cultural Studies (KG–Grade 9).
- Each subject is allocated the minimum instructional time as prescribed by the MoE.
- The rationale behind the curriculum development is to ensure compliance with national requirements, preserve cultural identity, and provide students with the essential knowledge, skills, and values needed to meet the educational outcomes outlined by ADEK and the UAE National Agenda.
- Enable all students, throughout the curriculum, to develop broad understanding of and respect for the UAE culture and national identity to acquire necessary skills and values that will contribute to nation building and meeting national priorities.
- Specify structured progression within the curriculum to ensure a stimulating and challenging program of learning and development for all students.

1. Academic Plan

The school has developed a comprehensive Academic Plan which includes:

- A clear mission, vision, and core values aligned with the UAE's national priorities.
- A curriculum design and adaptations to meet the needs of students with a wide range of abilities, including students with additional learning needs and multilingual learners as per the ADEK School Inclusion Policy.
- Languages of instruction: English, with Arabic, Hindi, and French as additional languages.
- Curriculum pacing guides are developed as part of midterm planning, outlining the timelines for delivering specific content to students across the academic year.
- High standards for teaching and learning aligned with international benchmarks. (PIRLS, TIMMS, PISA)
- Implementation of internal assessment (periodic tests, projects, portfolios) and external/standardized benchmark assessments (CBSE Board Exams, ASSET, CAT4,) to monitor progress.
- Affiliation and adherence to CBSE guidelines along with compliance with ADEK regulations.
- Adherence to the UAE Ministry of Education (MoE) compulsory subjects with details pertaining to the promotion of the Arabic language and UAE culture and national identity
- Plans to academically prepare Cycle 3 students to meet equivalency requirements including: Curriculum pathways based on the CBSE curriculum, customized to meet the needs of our diverse learners.



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2. Curriculum design and implementation:

- The School Curriculum acknowledges the fact that subjects like Languages, Mathematics, Science and Social Science help the cognitive development of the child and, therefore, require a greater academic emphasis. Further, CBSE also envisions the all-round development of students in consonance with the holistic approach to education.
- Curriculum content organized through vertical (grade-to-grade) and horizontal (within-grade) articulation to ensure structured progression in Long term planning.
- Each subject curriculum shall include subject requirements, units including learning outcomes/objectives, principles, concepts, skills, activities, assessments, and digital/textbook resources), instructional time, grading criteria, and pre-requisites.
- Schools shall offer a curriculum that provides students with world-class standards in education while fostering UAE culture and national identity. This shall be achieved through focusing on high-quality teaching that is mindful of cultural values and national identity and promotion of the Arabic curriculum, in line with MoE compulsory subjects.
- School shall provide an inclusive learning environment encompassing a breadth and depth of study, with the flexibility of learning pathways, choice, and maximum opportunities for learners.
- School shall ensure that the integration across subjects and cross-curricular links are meaningful, innovative, aligned, and planned purposefully.
- The curriculum shall enhance the development of 21st-century skills, including character, collaboration, communication, analysis, synthesis, critical thinking, problem-solving, digital literacy, innovation and growth mindset, to explore the curriculum across planned programs, including the adoption of a positive school environment as per the ADEK School Student Behavior Policy and values such as teamwork, integrity, transparency, innovation, etc. as per the ADEK School Values and Ethics Policy and the ADEK School Cultural Consideration Policy
- The curriculum shall promote higher-level thinking skills, (e.g., critical thinking, mental flexibility) along with creativity, positive attitudes, strong ethics, self-management, and adaptability. Schools shall integrate aspects of an overarching positive behavior model, safe and healthy eating practices, mindfulness, social and emotional learning, including emotional regulation and resilience, etc as per the ADEK School Wellbeing Policy.
- Schools shall integrate sustainability principles into the curriculum across all grades that address the school's goals and vision to contribute to the UN Sustainable Development Goals





2.1 Scholastic Areas:-

The curriculum envisages individualized learning acumen and seeks to explore the potential of students in acquiring substantial knowledge, understanding and skills through academic rigors. With greater academic orientation and research skills in core academic areas, students would evolve as judicious young adults with a sense of real self-estimate having true values and principles. The scholastic areas are as follows:

- **Languages:** include Hindi, English, Arabic and French. The curricula in languages focus on listening, speaking, reading and writing skills and, hence, develop effective communicative proficiencies. Learners use language to comprehend, acquire and communicate ideas in an effective manner.
- **Social Science** (Geography, History, Economics and Political Science) intends to make learners understand their cultural, geographical and historical milieus and gain in-depth knowledge, attitude, skills and values necessary to bring about transformation for a better world. Social Science includes the learning of history and culture, geographical environment, global institutions, constitutional values and norms, politics, economy, interpersonal and societal interactions, civic responsibilities and the incorporation of the above-mentioned learning. Learners appreciate and value everyone's right to feel respected and safe, and, also understand their Fundamental Rights and Duties and behave responsibly in the society.
- **Science** The focus is on knowledge and skills to develop a scientific attitude and to use and apply such knowledge for improving the quality of life. This learning can be used to analyze, evaluate, synthesize and create. Learners understand and appreciate the physical, biological and technological world and acquire the knowledge and develop attitude, skills and values to make rational decisions in relation to it.
- **Mathematics** includes acquiring the concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics, the skill to calculate and organize, and the ability to apply this knowledge and acquired skills in their daily life. It also includes understanding of the principles of reasoning and problem solving. Children learn to rationalize and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop relevant patterns.
- Other elective subjects like Accountancy, Business Studies, Economics, Entrepreneurship, computer Science aim to develop financial literacy, critical thinking, entrepreneurial skills, digital skills and analytical abilities among students, preparing them for higher education and future career pathways.





2.2 Co- Scholastic Areas:-

The activities like games and sport, art and music, craft work etc. are termed as co-scholastic activities. The term co-scholastic activities is used for both cognitive and non-cognitive development that can take place by exposing the child to the scholastic and non-scholastic subjects.

- **Art Education** entails instruction in various art forms (visual as well as performing) with an aim to help children develop an interest for arts and encourage them to enthusiastically participate in related activities, thus, promoting abilities such as imagination, creativity, valuing arts and cultural heritage. In addition, Arts should be integrated with other subjects to promote creative thinking and expression.
- **Health and Physical Education** focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, well-being and the factors that contribute to them. Focus of this area is on helping children develop a positive attitude and commitment to lifelong, healthy active living and the capacity to live satisfying, productive lives with the help of health management, indigenous sports, yoga, NCC, self-defense, fitness and life style choices.
- **Work Experience:** The Work Experience has been subsumed in the Health and Physical Education, however, it is an integral part of the curriculum and is given as much as focus as Health and Physical Education.

2.2 Enrichment:

- **Extracurricular Activities:** School offer a wide and varied range of extracurricular activities that complement and enrich the formal curriculum to enhance the students' academic and personal development.
- School ensure that the extracurricular activities include a wide range of social, cultural, scientific, athletic, intellectual, artistic, and/or philanthropic enrichment programs, in line with the ADEK School Extracurricular Activities and Events Policy, across all cycles to ensure opportunity, access, and participation by all students.
- **Creativity, Innovation, and Enterprise:** School ensures that the curriculum embeds opportunities and activities for enterprise, innovation, social contribution, and creativity to motivate and inspire students to gain a well-rounded education and to aspire to contribute to the development of their society
- Aligned with ADEK's Sustainability Policy, the school integrates Environmental awareness campaigns (aligned with UAE's Green Agenda), Projects on UN Sustainable Development Goals (SDGs), Eco-club activities, recycling drives, and awareness programs.





2.3 Curriculum resources:

Schools shall ensure that:

- Resource Selection Committee has been established and that all textbooks and other learning resources in use have been vetted in line with the ADEK School Cultural Consideration Policy.
- High-quality materials are aligned to learning outcomes/standards at the targeted grade levels.
- Additional teaching and learning resources are utilized to support and enrich the teaching of all subjects.
- Topics in the Approved Curriculum: The school shall ensure that potentially controversial topics are addressed in the manner outlined in the ADEK School Cultural Consideration Policy.

3. Academic Progress and Attainment: Assessment, Monitoring, and Support :

- Progress reports and parent-teacher meetings are conducted at regular intervals to review student development.
- Academic support programs include remedial sessions, peer tutoring, mentoring, and parental engagement initiatives.
- Regular feedback is provided to students and parents to ensure transparency and collaborative goal-setting.
- Teachers use assessment data to differentiate instruction and personalize learning strategies.
- Students demonstrating exceptional performance are provided with enrichment opportunities, while those needing support receive targeted interventions.
- Progress is monitored across terms and cycles, comparing current attainment with baseline and target benchmarks.
- The school systematically assesses students' progress through internal assessments, diagnostic tools, and external benchmarking tests.

4. School Curriculum Committee

- The Dunes School Curriculum Committee conducts a review meeting at the end of every term.
- The committee overlooks activities for pedagogical practices, evolve a plan of assessment and mechanism of feedback and reflection and ensure its implementation.
- The committee also ensure that the textbooks/ reference materials are age appropriate, incorporate inclusive principles, are gender sensitive, have valid content and do not contain any material which may hurt the sentiments of any community.



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5. Accreditation

- School has received affiliation from CBSE (Central Board of Secondary Education).

6. Curriculum Review and Evaluation

- The curriculum shall be evaluated in each term and reviewed to reflect the range, quality, and impact of the curriculum on students' academic outcomes and personal wellbeing.
- Adjustments shall be made as needed.

Amendments:

Prepared By	Date
Head of Curriculum and Assessment	April 2019

Review	Date	Reviewed By	Amendments
Review 1	April, 2021	Academic Vice Principal/Head of Section/ Head of Curriculum and Assessment/ Academic Supervisor	No Change
Review 2	April, 2023	Academic Vice Principal/Head of Section/ Head of Curriculum and Assessment/ Academic Supervisor	No Change
Review 3	April, 2025	Academic Vice Principal/Head of Section/ Head of Curriculum and Assessment/ Academic Supervisor	No Change
Review 4	September 2025	Academic Vice Principal/Head of Section/ Head of Curriculum and Assessment/ Academic Supervisor	Changed as per the ADEK policies.

Approved By	Signature
Mr. Paramjit Ahluwalia, Principal	



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