

	Integrated Management System	Document ID	AD3/EA
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	Quality Procedures for Curriculum policy		

Integrated Management System (IMS)

Curriculum Policy



This Document has been reviewed and approved by:

Name	Position	Signature
Hiba Khateeb	QMR	<i>Hiba</i>

Revision History of the Document

Revision No.	Issue Date	Summary of Changes	Responsibility	References
1.0	13-Aug -2024	Initial Edition	SLT	
2.0	10 June 2025	First Edition	SLT	
3.0	12 April 2026	Second Edition	Curriculum Lead	

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Curriculum Policy Content

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1- Rationale:

The school's curriculum is designed to deliver a high-quality, inclusive, and future-focused education by integrating the standards of the UK National Curriculum with the international rigor of Cambridge Assessment International Education, while fully aligning with the requirements of the UAE Ministry of Education.

This integrated approach ensures a coherent and progressive learning pathway that promotes strong academic achievement, critical thinking, and independent learning. It also reflects national priorities by embedding Arabic language, Islamic Education, Social Studies, and Moral Education, fostering students' identity, values, and cultural understanding.

The curriculum is structured to support the holistic development of all learners, ensuring continuity, international benchmarking, and preparation for Cambridge assessments, while equipping students with the knowledge, skills, and competencies needed for higher education and responsible global citizenship.

2- Purpose:

The purpose of the curriculum policy is to establish a clear and consistent framework for delivering high-quality teaching and learning across the school. It ensures that the curriculum:

- Aligns with the standards of the UK National Curriculum, is enriched by the international benchmarks of Cambridge Assessment International Education, and fully complies with the requirements of the UAE Ministry of Education
- Provides a coherent and progressive learning pathway for all students
- Promotes high academic achievement, critical thinking, and independent learning
- Ensures consistency in curriculum planning, delivery, and assessment across all phases
- Supports the holistic development of students, including their social, moral, cultural, and physical growth
- Embeds national identity, values, and local curriculum subjects (Arabic, Islamic Education, Social Studies, Moral Education)
- Prepares students for international assessments and future educational pathways

3- Scope:

The scope of this policy defines the full range of curriculum provision, implementation, and oversight across the school. It applies to all phases and stakeholders and ensures alignment with the UK National Curriculum, the frameworks of Cambridge Assessment International Education, and the regulatory requirements of the UAE Ministry of Education.

Specifically, the policy covers:

- Curriculum Planning, Design and Adaptation: Subject structures, curriculum mapping, sequencing, and progression across all key stages
- Statutory and Local Requirements: Provision of Arabic, Islamic Education, Social Studies, and Moral Education in line with MOE expectations
- Quality Assurance and Review: Monitoring, evaluation, and continuous improvement of curriculum implementation.

NDPS will ensure a consistent, compliant, and high-quality curriculum experience for all students across the school.

4- Terms and Definitions

The following Terms and Acronyms are used within this document and are defined as follows:

Term / Acronym	Definition
Curriculum	Everything a school deliberately organises for students to experience
Extension	Describes the setting of more difficult work within a topic or subject area – often used with enrichment to consolidate knowledge - an extended curriculum offers learning options greater than the minimum required
SOW	Scheme Of Work. A medium-term curriculum planning document which sets out the learning intentions of a particular topic or teaching unit – usually an interpretation of a programme of study or examination syllabus and can be shared with students to provide an overview of the course
NCfE	National Curriculum Of England
MOE	Ministry Of Education
PE	Physical Education/Sports
SLT	Senior leadership Team
MLT	Middle leadership Team
SL	Subject Leaders
IEP	Individual Educational Plan
EYFS	Early Years Foundation Stage (FS1&FS2)

KS1	Key Stage 1 (Year 1&2)
KS2	Key Stage 2 (Year 3 to 6)
KS3	Key Stage 3 (Year 7 to 9)
Long-Term Plan	This includes year group curriculum plans mapped with NCfE, TIMSS, PIRLS curricula
Medium-Term Plan / Scheme of Work	A structured plan that outlines the learning objectives, content, and teaching strategies for a sequence of lessons within a unit or term, ensuring systematic coverage of the curriculum and progression of skills and knowledge across subjects.
Subject Lead	Part of the middle leadership in a school. Subject leaders have management and leadership responsibilities for an academic subject
Personalised Learning	Learning that is tailored for an individual, allowing students to follow individualised pathways through the curriculum with differentiation that seeks to identify and use each student's learning styles and preferences
Work Scrutiny	The systematic review of student work samples from a particular subject / grade /year group over a set period so that judgements can be made about attainment and progress

5- Responsibilities

5.1 Board of Governors (BOG)

The BOG is responsible for:

- The executive committee will review and approve the Curriculum procedures and Policy at the end of each academic and when required by ensuring to be complied with:
 - KHDA requirements
 - Cambridge Curriculum Framework
 - MOE requirements
- The executive committee will monitor the effectiveness of the curriculum through:
 - Study and analyse the termly reports received through SLT.
 - Review the Curriculum Deep Dive as part of the SEF process.
 - Analyse and study the student attainment and progress outcomes reflecting through the curriculum implementation and adaptation.
 - Ensure that the curriculum reflects the school's vision and values.
 - Ensure that the curriculum supports high-quality learning and student achievement.
 - Make the appropriate and corrective decisions to ensure high quality of curriculum expectations.

- Ensure that the Curriculum Policy is reviewed annually to maintain alignment with KHDA, MOE, and international best practices, and updated where necessary to reflect changes in assessment requirements and school priorities.

5.2 Quality Management Representative (QMR)

The responsibilities of the QMR are as per the following:

- Ensure that Curriculum Policy and procedures is controlled and has clear, documented policies and procedures
- Review and standardise documents to align with school and regulatory requirements.
- Ensure that Curriculum Policy and procedures is shared with all stakeholders
- Ensure that all staff members are trained on Curriculum Policy and procedures implementation to ensure full understanding and good implementation.
- Promote awareness of quality standards and expectations across the curriculum department
- Ensure that policies and procedures for the curriculum department are implemented correctly and consistently
- Monitor adherence to approved processes in daily operations
- Conduct Deep Dive to ensure quality assurance as part of SEF.
- Identify gaps, non-conformities, and areas for improvement
- Ensure proper implementation of corrective and preventive actions (CAPA)
- Follow up on identified issues to confirm
- Reporting findings to: BOG and SLT
- Ensure that the cycle Plan Do, Check, Act (PDCA) is implemented as part of the continuous improvement processes to be actively applied.
- Support the curriculum department in analysing performance and enhancing efficiency and effectiveness.

5.3 Senior Leadership Team (SLT)

The SLT will ensure the following:

- The curriculum plans are complying with the curriculum requirements
- The curriculum design is complying with approved policy and curriculum requirements.
- The curriculum plans are delivered in line with approved policy and curriculum requirements
- The curriculum is Consistently planned and implemented through high-quality teaching practices.
- The curriculum adaptation is effective to support the personalised learning practices.
- The curriculum delivery across all subjects and phases is regularly monitored to improve students learning outcomes and maintain consistency to support effective teaching practices.

5.4 Curriculum Lead

The Curriculum Lead responsibilities are:

- Ensure a coherent and progressive curriculum structure across all phases
- Oversee all levels of planning: Year Plans /Medium-Term Plans /Unit Plans /Weekly Plans and Daily lesson delivery
- Ensure alignment with: Cambridge Curriculum Framework /CBSE and MOE requirements
- Monitor the curriculum coverage and progression of knowledge and skills
- Ensure that our planning structure is followed rigorously and learning objectives are clearly defined and sequenced
- Support teachers in curriculum planning /Implementation and adaptation
- Oversee UAE culture and values Integration /Cross-curricular links and enrichment integration
- Ensure that curriculum is regularly reviewed and improved and feedback from evaluation processes is used to refine planning

5.5 Teachers

Teachers are responsible for:

- Planning lessons based on the school structure: Year Plan → Medium-Term → Unit Plan → Weekly → Daily
- Ensure alignment with Learning Objectives with clear Success Criteria
- Deliver engaging lessons that are appropriately challenging and meet the needs of all learners (EAL / SEN / AG&T/ Emirati/ Low Attainers)
- Using assessment outcomes to: Adapt teaching and support student progress.

6- Procedures:

Step 1: Curriculum Induction

At the beginning of each academic year, the Curriculum & Assessment Lead will deliver curriculum induction sessions and professional development programmes to familiarise all teachers with the school's curriculum philosophy, curriculum intent and implementation expectations.

The induction programme will include:

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- National Curriculum for England requirements.
- Cambridge Primary and Lower Secondary Curriculum Frameworks.
- Curriculum Mapping.
- Cambridge Schemes of Work.
- Progression Grids.
- Teacher Guides.
- Learning Objectives Framework.
- Assessment expectations.
- Curriculum planning procedures.
- KHDA and UAE Ministry of Education curriculum expectations.
- The Curriculum Profile will be shared electronically and will be communicated comprehensively during the induction week and the departmental meetings to ensure deep understanding and best practices.

Note: Teachers will understand that the curriculum is broad, balanced, coherent, progressive, age-appropriate and ambitious, providing every student with equal entitlement to high-quality learning experiences and meaningful real-life applications.

Teachers will also understand that curriculum expectations and intended learning outcomes remain consistent for all learners. Where additional support is required, teachers will adapt their pedagogy, learning activities, questioning, scaffolding, resources, grouping, pace and assessment approaches, rather than changing the curriculum expectations, to ensure equitable access for Students of Determination (SOD), English as an Additional Language (EAL) learners, lower-attaining students and higher-attaining students.

Step 2: Annual Curriculum Planning & Lesson Planning

- At the beginning of each academic year, Subject Leaders will conduct awareness and PD sessions for all teachers to ensure that they are fully confident to deal and use effectively the:
 - ◆ Curriculum Maps
 - ◆ Cambridge Schemes of Work
 - ◆ Progression Grids
 - ◆ Yearly Curriculum Plans
- Teachers prepare the Annual Plan at the beginning of the academic year.

The plan must:

- ◆ Cover all required curriculum objectives
- ◆ Include term distribution and sequencing
- ◆ Reflect assessment points and key milestones

Once approved, the plan must be followed consistently throughout the year

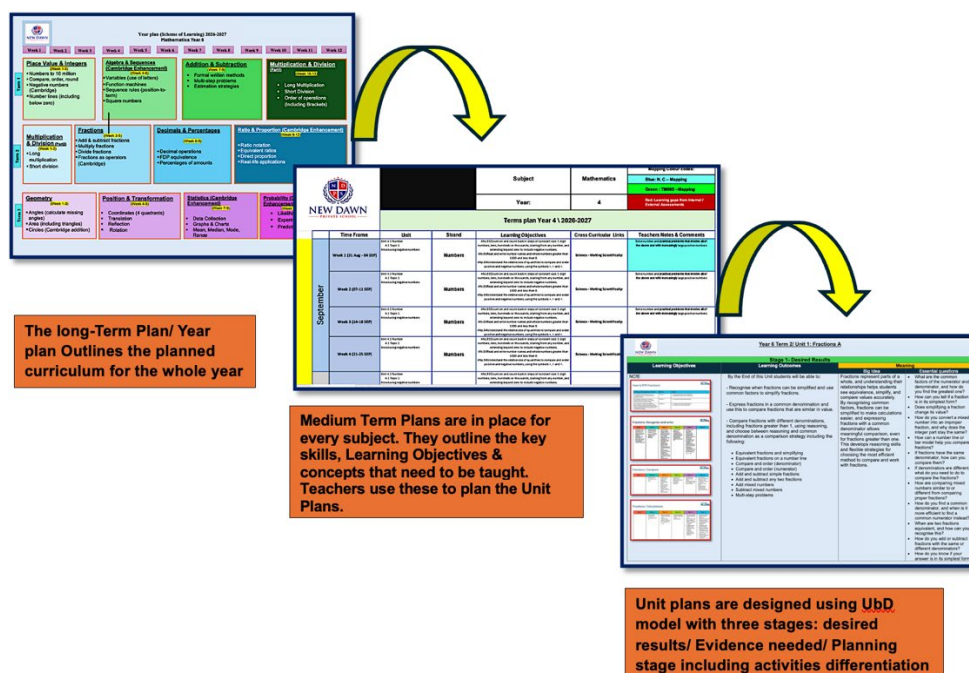
- Teachers will plan lessons on a weekly basis and submit for approval following the agreed submission time
- Each lesson plan must include:
 1. Introduction (Engage): Activate prior knowledge
 2. Development (Explore & Explain): Deliver new learning
 3. Practice (Elaborate): Apply learning through activities
 4. Assessment (Evaluate): Check understanding
 5. Plenary: Reflect and consolidate learning

Step 3: Termly Curriculum Planning

- Before the beginning of each term, Subject Leaders will review curriculum coverage, assessment opportunities, cross-curricular links, UAE cultural integration and real-life learning opportunities, ensuring consistency across classes and year groups.

Step 4: Unit Planning (UbD):

- At the beginning of each unit, teachers will design learning using the Understanding by Design (UbD) framework, ensuring that curriculum planning begins with the intended learning outcomes before selecting teaching activities and assessment methods.
- Teachers will identify the Desired Results, including the Established Goals, Big Ideas, Enduring Understandings, Essential Questions, Knowledge and Skills students are expected to acquire by the end of the unit.
- Teachers will design assessment evidence that enables students to demonstrate their understanding through performance-based, knowledge-based and skills-based assessments aligned to the intended curriculum outcomes.
- Teachers will sequence learning progressively through teacher modelling, guided learning and independent application, ensuring that students move confidently from acquiring knowledge to applying and transferring learning in meaningful contexts.
- Subject Leaders will review Unit Plans using the UbD Planning Checklist, ensuring consistency, curriculum progression and alignment with curriculum expectations.



Step 5: Curriculum Adaptation Procedures

- Before teaching each unit, teachers will review student profiles, assessment information and individual learning needs to identify appropriate adaptive teaching strategies.
- Teachers will implement the school's SEND Modification Plans, ensuring that reasonable adjustments are made for Students of Determination (SOD) while maintaining the intended curriculum outcomes.
- Teachers will provide appropriate support for English as an Additional Language (EAL) learners through language scaffolds, vocabulary development, visual supports and structured opportunities for communication.
- Teachers will provide appropriate challenge for higher-attaining students through greater depth activities, enquiry, problem-solving, independent research and extension opportunities.
- Teachers will strengthen curriculum relevance by integrating UAE culture, enterprise, innovation, sustainability, cross-curricular learning and meaningful real-life applications where appropriate.
- Subject Leaders will monitor curriculum adaptation through lesson observations, planning scrutiny, book scrutiny and student progress reviews, ensuring that all students can access and succeed within the planned curriculum.
- Curriculum adaptation is implemented to ensure inclusivity, relevance, and coherence.

Key Areas:

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SEND (Special Educational Needs and Disabilities):

- Learning is adapted based on Individual Education Plans (IEPs).
- Differentiation strategies are embedded in planning.

Cross-Curricular Links:

- Subjects are interconnected to enhance deeper understanding.
- Planned links are documented within unit and lesson plans.

UAE Culture and Values:

- UAE heritage, culture, and national identity are integrated across subjects.
- Alignment with MoE expectations is ensured.
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Step 6: Curriculum Implementation

- on a weekly basis, teachers will prepare lesson plans using the approved Lesson Planning Template, ensuring alignment with the Curriculum Map, Scheme of Work, Unit Plan and Learning Objectives Framework.
- submit the plans to the Subject Leader for review and developmental feedback.
- Throughout the academic year, teachers will deliver the curriculum through high-quality teaching, adaptive instruction and meaningful learning experiences that enable all students to achieve the intended curriculum outcomes while promoting critical thinking, creativity, collaboration and real-life application.

Step 7: Curriculum Monitoring:

- Throughout the academic year, Subject Leaders will monitor curriculum implementation through planning scrutiny, lesson observations, learning walks, book scrutiny and student discussions, ensuring that classroom practice reflects the intended curriculum.
- Heads of Phase will review curriculum implementation across year groups, ensuring consistency in teaching, curriculum coverage, assessment practices and student learning experiences.
- The Curriculum & Assessment Lead will conduct regular Curriculum Deep Dives, reviewing curriculum intent, implementation and impact through discussions with leaders, teachers and students, scrutiny of students' work and analysis of assessment information.
- The Vice Principal will monitor curriculum quality through lesson observations, student progress meetings, learning walks and quality assurance activities, ensuring that curriculum implementation leads to improved student outcomes.

- The Quality Management Representative (QMR) will verify curriculum compliance through internal audits, Curriculum Deep Dives, Corrective and Preventive Actions (CAPA) and the Plan–Do–Check–Act (PDCA) cycle.

Step 8 – Curriculum Review and Improvement:

- At the end of each unit, teachers will complete the **Teacher Reflection Template**, evaluating the effectiveness of curriculum delivery, student engagement, assessment outcomes and areas for improvement.
 - At the end of each term, Subject Leaders will complete the Curriculum Audit Checklist, Gap Analysis Matrix and Curriculum Review Report, analysing curriculum coverage, assessment outcomes and student progress.
 - Heads of Phase will review findings from learning walks, lesson observations, book scrutiny and student voice surveys to evaluate the quality and consistency of curriculum implementation.
 - The Curriculum & Assessment Lead will analyse internal and external assessment data, curriculum review findings and stakeholder feedback to identify strengths, priorities and opportunities for curriculum improvement.
 - The Senior Leadership Team (SLT) will review curriculum evaluation findings termly, ensuring that identified priorities are incorporated into the School Improvement Plan (SIP) and the annual Professional Development Plan.
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- Curriculum Policy = What **students learn and why**.
 - Teaching & Learning Policy = How **students learn**.
 - Assessment Policy = How **we know they have learned**.
 - Attainment & Progress Policy = How **we evaluate success**.
 - Quality Assurance Policy = How **we ensure consistency and improve**.

Step 9: Transition from Primary to Lower Secondary Procedures:

- During the Summer Term, the Head of Primary, Head of Lower Secondary, Curriculum & Assessment Lead and Subject Leaders will implement a structured transition programme to familiarise Year 6 students with the Lower Secondary learning environment, curriculum expectations, teaching approaches, assessment practices and daily routines.
- Before the start of Year 7, Year 6 and Year 7 teachers will participate in curriculum transition meetings to review student profiles, assessment information, curriculum progression and Schemes of Work, ensuring continuity in learning and identifying any curriculum gaps requiring support.

- At the beginning of Year 7, teachers will use baseline assessments, classroom observations and diagnostic activities to identify learning gaps and implement appropriate intervention, re-teaching and adaptive teaching strategies to ensure that all students successfully access the Lower Secondary curriculum.
- Throughout Lower Secondary, teachers and Subject Leaders will help students understand their curriculum journey by making explicit links between current learning, future curriculum expectations and progression towards Cambridge Checkpoint, Key Stage 4 and future academic pathways, encouraging students to become confident, independent and aspirational learners.

Curriculum Subjects Offered:

Subjects	Year Group	Lessons Per Week
English		
Phonics (Year 1,2,3)		
Mathematics		
Science		
Humanities		
Arabic A For Arabs		5-6(Depends on grade level)
Arabic B for Non-Arabs		5-6(Depends on grade level)
Islamic A for Muslims Arab		3
Islamic B for Muslims Non-Arabs		3
MSCS (Moral, Social, Cultural Studies) For Non-Arabs		1
Social Studies for Arabs		1
French as a modern foreign Language		1
Computing & Digital Literacy		2
Art & Design		1
Music		1
Physical Education (PE)		2

Curriculum Statutory Teaching hours for core subjects

Programme	Curriculum statutory teaching hours
Primary	✓ Art & design: 30 hours per year (about 1 hour per week) ✓ Computing: 22–45 hours per year (about 0.5 – 1.5 hours per week) ✓ English: 120–150 hours per year (about 4–5 hours per week) ✓ Mathematics :120–150 hours per year (about 4–5 hours per week) ✓ Music: 30 hours per year (about 1 hour per week) ✓ Physical Education: 60–90 hours per year (about 2–3 hours per week) ✓ Science: 45–60 hours per year (about 1.5–2.5 hours per week) ✓ Humanities: 22–45 hours per year (about 0.5 – 1.5 hours per week)

	✓ <u>Arabic:</u> ✓ <u>Islamic:</u> ✓ <u>Social Studies:</u> ✓ <u>MSCs:</u>
Lower Secondary	✓ <u>Art & design</u> :45 hours per year (about 1.5 hours per week) ✓ <u>Computing:</u> 45 hours per year (about 1.5 hours per week) ✓ <u>Digital literacy:</u> 30 hours per year (about 1 hour per week) ✓ <u>English:</u> 120–150 hours per year (about 4–5 hours per week) ✓ <u>Mathematics:</u> 120–150 hours per year (about 4–5 hours per week) ✓ <u>Music:</u> 45 hours per year (about 1.5 hours per week) ✓ <u>Physical Education:</u> 60–90 hours per year (about 2–3 hours per week) ✓ <u>Science:</u> 90 hours per year (about 3 hours per week) ✓ <u>Humanities:</u> 45–60 hours per year (about 1.5–2.5 hours per week) ✓ <u>Arabic:</u> ✓ <u>Islamic:</u> ✓ <u>Social Studies:</u> ✓ <u>MSCs:</u>

Internal Curriculum Plan			
Subjects	Term 1	Term2	Term 3
English	3 Units	3 Units	3 Units
Maths	3 Units	2 Units	3 Units
Arabic A/B	3 Units	3 Units	3 Units
Science	2 Units	2 Units	2 Units
Islamic A/B	2 Units	2 Units	2 Units
MSC/ Social Studies	2 Units	2 Units	2 Units
Humanities	2 Units	2 Units	2 Units
Music	2 Units	2 Units	2 Units
Art	2 Units	2 Units	2 Units
PE	2 Units	2 Units	2 Units
French	2 Units	2 Units	2 Units
Computing	2 Units	2 Units	2 Units

Structure of the Day 2026/2027			Friday		
Lesson	From	To	Lesson	Start	Finish
Read to Succeed			Read to Succeed		
L1			L1		
L2			L 2		
L3			L 3		
Break			Break		
L4			L4		
L5			L5		
Lunch			Assembly		
L6			Dismissal		
L7					
Dismissal					

Foundation Stage Curriculum:

The Foundation Stage curriculum aims to:

- Ensure quality and consistency across all early year's settings so that every child makes good progress.
- Provide a secure foundation through planned learning and development opportunities tailored to each child's needs and interests, with regular assessments and reviews.
- Foster partnership working among practitioners and between practitioners and parents and/guardians.
- Promote equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

When planning and guiding children's activities, our practitioners reflect on the different ways children learn and integrate these into their practice. The three characteristics of effective teaching and learning are:

- **Playing and exploring:** Children investigate and experience things and are willing to 'have a go'.
- **Active learning:** Children focus, persevere through challenges, and take pleasure in their achievements.
- **Creating and thinking critically:** Children develop and express their own ideas, make connections between ideas, and devise strategies for accomplishing tasks

Inclusion & Curriculum

The curriculum is designed to be inclusive, accessible, and responsive to the needs of all learners. Where necessary, the curriculum is adapted and personalised to support individual student needs, in collaboration with parents and relevant specialists.

✓ Students of Determination (SOD)

We are committed to the early identification of students with additional needs, including at the point of admission. The Inclusion Department provides structured support across the school.

- In most cases, class teachers meet students' needs through: Differentiation, Adapted resources **and** Inclusive teaching strategies
- Where needs extend beyond classroom provision:
 - A referral is made to the SENCO **Template Form F001**
 - Students are assessed and supported through an Individual Education Plan (IEP) where required **Template Form F010**.
 - We ensure that all Students of Determination are provided with appropriate support to access the curriculum and achieve their potential.

✓ English as an Additional Language (EAL)

We provide targeted support for students who require additional assistance in accessing the curriculum due to language barriers through:

- Differentiated classroom instruction
- Additional targeted interventions where required.
- Where further support is needed, students are referred to the EAL Department and An EAL register is maintained to monitor progress

✓ Able, Gifted and Talented (AG&T)

We ensure that high-achieving students are appropriately challenged and supported by providing: Differentiated tasks, higher-order thinking opportunities, extension activities within lessons

- Provide tailored support and extension opportunities.
- Develop Individual plans
- Arrange Cross-year group opportunities to ensure appropriate challenge so they excel and reach their full potentials.

7-Accountability:

- The Board of Governors (BOG) holds overall strategic accountability for the curriculum, ensuring alignment with school vision, KHDA requirements, and curriculum standards.
- The Quality Assurance Representative provides independent oversight, monitoring the quality and consistency of curriculum planning and implementation across the school.
- The Senior Leadership Team (SLT) and Curriculum Lead are responsible for the effective implementation, monitoring, and continuous development of the curriculum.
- Teachers are accountable for the planning and delivery of the curriculum, ensuring that learning objectives are met and that all students make expected progress.
- Parents and students support this process by engaging with learning and contributing to the achievement of the school's educational goals.

8- Review and Updates

This policy will be reviewed annually to ensure it aligns with the school's goals and the evolving needs of our students. Adjustments will be made as necessary to continuously improve the curriculum delivery process.

9-Related forms and documents:

- Marking and Feedback Policy.
- Assessment Policy.
- Teaching and Learning Policy
- Subjects' Policies.
- Reading Policy
- Home Learning Policy.
- Inclusion Policy.
- Digital Learning Policy
- Year plans Format F00
- Term Plan Format F00
- Unit Plan Format F00
- Weekly Plan Format F00
- Daily Lesson Plan Format F00
- Curriculum Planning Scrutiny Format F00
- Curriculum Audit Checklist Format F00
- Curriculum Review Report Format F00

10-References:

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1180056/DfE_Development_Matters_Report_Sep2023.pdf.
- <https://www.cambridgeinternational.org/why-choose-us/benefits-of-a-cambridge-education/international-curriculum/>
- <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-primary/curriculum/>
- https://assets.publishing.service.gov.uk/media/5a81a9abe5274a2e8ab55319/PRIMARY_national_curriculum.pdf
- https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Curriculum_Requirements_for_Private_Schools_in_Dubai_Eng.pdf
- https://web.khda.gov.ae/getattachment/7da1b952-4474-4ca0-8f27-da19e9e94023/Mandatory_subjects_En.pdf.aspx

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