YASMINA
BRITISH ACADEMY

Curriculum Policy

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Next Policy Review Date	**June 2028**
Policy Amended	**August 2026**
Lead Professionals	**Wendy Wortmann (Primary) & Robert Coultas (Secondary)**
Signature	
Approved by ELT	**September 2025**
Date	**August 2026**

Policy amended to reflect through-school implementation as per ADEK mandate. Replaces Primary and Secondary individual documents to show process from FS1 through to Year 13:

- Effective From AY 2024/25 (Fall term)
- Compliance From AY 2025/26 (Fall term)

Classification: General Internal Purpose

Introduction

Yasmina British Academy (YBA) is committed to ensuring that all students from Nursery through to Year 13 have the right to a broad, balanced, creative, and inclusive curriculum which promotes learning, personal growth, and development for every child. Our curriculum follows a formal learning pathway aligned to national and international standards, supported by extracurricular activities and enrichment programs which nurture holistic and balanced student development.

This policy outlines YBA's through-school implementation of ADEK requirements, ensuring compliance with the ADEK Curriculum Policy and integrating key priorities including UAE national identity, wellbeing, sustainability, and future-ready skills. The policy encompasses both Primary and Secondary phases, ensuring vertical and horizontal alignment across Nursery to Year 13.

Purpose

The purpose of this policy is to:

- Outline curriculum requirements and standards to provide high-quality education.
- Ensure curricular choices and cross-curricular links provide meaningful and authentic learning experiences.
- Define requirements for compulsory core subjects and explain YBA's curriculum rationale.
- Enable students to develop respect for UAE culture and national identity while acquiring essential skills and values.
- Ensure structured progression within the curriculum to provide stimulating and challenging learning experiences for all.

Policy

1. Academic Plan

YBA develops and implements an academic plan that is aligned with our mission, vision, and values, as well as ADEK's licensed curriculum requirements. The academic plan includes:

- Clear rationale underpinning our ADEK-licensed curriculum
- Details of the language instruction: English is the primary language, with Arabic taught in compliance with MoE requirements.
- Implementation of internal and external assessments aligned to ADEK standards.
- Preparation for equivalency in Cycle 3 through appropriate course offerings and syllabi.
- Provision of support for all students, including students of determination and multilingual learners.
- Integration of UAE identity, culture, and Arabic language across the curriculum.

- Lessons at YBA provide stretch and challenge for all learners, with innovation embedded in plans and daily teaching to promote creativity, future-focused skills, and YBA's philosophy of excellence for everyone.
- Structured progression is supported through medium-term plans that act as pacing guides, setting out the scope and sequence of learning across all subjects.
- Academic support, interventions, and guidance are provided to meet individual needs and ensure all students make progress. We have a dedicated Inclusion team who offer additional support to students depending on their needs to ensure they have equal opportunity to access the curriculum and to achieve.
- Yasmina British Academy demonstrates explicit adherence to compulsory MoE subjects by ensuring Arabic (Native and Non-Native) is taught in line with ADEK's minimum instructional time requirements, with all year groups meeting or exceeding the mandated minutes.
- Academic intervention is personalised and targeted according to student progress against their CAT4 targets and performance in lessons. Tiers of intervention are applied following each Term.

MoE minimum instructional time requirements

The MOE curriculum at Yasmina British Academy is fully compliant in terms of learning hours. We meet expectations of required learning hours across all subjects.

Time is scheduled in **Primary** to ensure the ADEK minimum instruction time is met, starting at **FS2 all through to Year 6**:

Arabic Native

Year group	ADEK minutes require	Minutes taught
Nursery	200	200
Fs2	200	200
Y1	200	200
Y2	240	250
Y3	240	250
Y4	240	250
Y5	200	200
Y6	200	200

Arabic Non-Native

Year group	ADEK minutes require	Minutes taught
Nursery	200	200
Fs2	200	200
Y1	200	200
Y2	160	200
Y3	160	200
Y4	160	200
Y5	160	160
Y6	160	160

Islamic Native

Native Islamic Year group	ADEK minutes require	Minutes taught
FS2	90	100
Y1	90	100
Y2	120	150
Y3	120	150
Y4	120	150
Y5	80	100
Y6	80	100

Islamic Non-Native

Non-Native Islamic Year group	ADEK minutes require	Minutes taught
FS2	90	100
Y1	90	100
Y2	80	100
Y3	80	100
Y4	80	100
Y5	80	100
Y6	80	100

Year 5 and 6 Non-Native Arabic meet the required minutes via x3 50 minute lessons, plus an additional 10 minutes through a once a week lesson which is 60minutes long.

Moral Education and Social Studies Non-Native are taught weekly for 50 minutes which is in line with ADEK guidance.

We are also compliant in **Secondary** from Year 7 through to Year 13 as follows:

Years 7-9:

Subject	Year 7		Year 8		Year 9	
	No of lessons	Minutes in total	No of lessons	Minutes in total	No of lessons	Minutes in total
Arabic N	4	200	3	160	4	200
Arabic NN	4	200	3	160	4	200
Islamic N	2	100	2	100	2	100
Islamic NN	2	100	2	100	2	100
Social Studies N	1	50	2	100	2	100
Social Studies NN	1	50	1	50	1	50
Moral Education	1	50	1	50	1	50

Years 10-13:

Subject	Year 10		Year 11		Year 12		Year 13	
	No of lessons	Minutes in total	No of lessons	Minutes in total	No of lessons	Minutes in total	No of lessons	Minutes in total
Arabic N	3	160	4	200	4	200	4	200
Arabic NN	3	160	4	200	4	200	4	200
Islamic N	2	100	2	100	2	100	2	100
Islamic NN	2	100	2	100	2	100	2	100
Social Studies N	2	100						
Social Studies NN	1	50						
Moral Education								

*Arabic NN for Years 9-11 is taught as a combined class for the GCSE qualification, while some other classes in Years 9 and 10 follow only the MOE curriculum.

**In Years 10–13, Moral Education and UAE Social Studies outcomes continue to be delivered through integrated provision in PSHE, assemblies, and themed enrichment weeks, ensuring all four pillars of the Moral Education curriculum are met and documented through lesson plans and termly evidence logs.

2. Curriculum Requirements

YBA offers a UK curriculum approved by ADEK, meeting all UAE Ministry of Education requirements for adoption and equivalency. This includes:

- Breadth and balance are provided across all phases, ensuring creative, physical, practical, and academic experiences with full coverage of the English National Curriculum, while nurturing students' individual talents, interests, and aspirations.
- Curricular choices for diverse groups of students are embedded through personalised learning. Students in primary engage with Bronze, Silver, and Gold success criteria, enabling them to take ownership of their learning, accelerate progress, and achieve success in ways that reflect their talents, interests, and aspirations.
- The curriculum promotes moral, social, and cultural development consistent with UAE values, Islamic principles, and international mindedness. This is reflected

through Moral Education, Social Studies, pastoral care, and whole-school events celebrating Emirati heritage.

- Students in Secondary work track their attainment and progress over time against assessment rubrics that are aligned with curriculum expectations, becoming progressively more challenging each year in line with age-related expectations.
- Middle School (Years 5–8) provides students with increasing exposure to specialist teachers, structured progression through a spiral curriculum, and opportunities to develop transferable skills that prepare them for Cycle 3 pathways and future qualifications.
- Students choose their option pathways and begin a more personalised curriculum offer in Year 9, which introduces new subjects that have not previously been studied in Key Stage 2 or 3, such as Psychology, Economics and Business Studies.
- Option pathways lead to nationally and internationally recognised qualifications (GCSE, A Levels, BTEC), with programs, courses, and activities that promote challenge, relevance, opportunity, and preparation for future careers.
- YBA ensures full alignment with Al Thanawiya equivalency standards for all Cycle 3 students. This includes mandatory completion of Arabic, Islamic Studies (for Muslim students), Moral Education, and UAE Social Studies, alongside accredited international qualifications.

3. Curriculum Design and Implementation

The YBA curriculum is vertically and horizontally aligned, ensuring continuity of learning from FS1 through to Year 13. It is designed to:

- Provide structured progression and a spiral curriculum with increasing complexity at each stage.
- Promote and educate digital citizenship and AI literacy, embedding each across the curriculum to ensure students use technology ethically and effectively. YBA integrates UAE's Digital Literacy Framework and promotes responsible AI awareness through computing, STEAM, and innovation projects.
- Promote meaningful cross-curricular learning (STEAM project-based approach in Primary, thematic and inquiry-based links in Secondary).
- Offer an enriching experiencing to FS1 and FS2 students by following the UK Early Years Foundation Stage (EYFS) framework – Development Matters, adapted to the UAE context. Provision emphasises play-based, language-rich learning and integrates Arabic, Islamic, and Moral Education from FS2 in alignment with ADEK and MoE expectations. Transition into Year 1 is supported through consistent routines and progressive skill development across the seven EYFS areas of learning.
- As an accredited 'World Class School', we integrate High Performance Learning as a tool to drive student achievement through structured opportunities to develop creativity, collaboration and meta-thinking skills in the classroom.
- The curriculum aligns with ADEK's Future Skills Framework, ensuring students develop core competencies such as collaboration, creativity, innovation, critical thinking, entrepreneurship, and global citizenship.

- Integrate UAE national priorities, cultural values, and promotion of the Arabic curriculum, including the promotion of the use of Arabic language.
- Enhance the development of 21st-century skills, including digital literacy, problem-solving, critical thinking, AI literacy, and financial literacy.
- Promote holistic wellbeing, social-emotional learning, and sustainability principles across all subjects.
- In Middle School (Years 5–8), the design emphasises a gradual shift from the Primary model towards the Secondary structure. Students experience a variety of specialist teachers and subjects while benefiting from a clear, sequenced curriculum that ensures continuity. This phase intentionally develops independence, adaptability, and confidence, giving students the skills and mindset to thrive as they transition into Cycle 3.
- The curriculum explicitly integrates UAE national priorities by embedding UAE culture, history, and values across all subjects and learning experiences. This is achieved through curriculum plans, personalised weekly planning, and meaningful STEAM links. High-quality teaching ensures that students develop respect for the nation's heritage and identity while promoting the Arabic language and MoE compulsory subjects. This approach supports students in becoming global citizens who remain deeply connected to and proud of their UAE national identity.
- Develops key skills and competencies associated with preparation for international standardised assessments for TIMSS, PISA, PIRLS and GL as part of the National Agenda for enhancing education in the UAE.
- Ensure time allocation for MoE subjects is fully compliant with ADEK requirements (Primary: Arabic, Islamic Studies, Social Studies, Moral Education taught in Native and Non-Native groupings with documented minutes in line with ADEK policy)
- Offers a broad subject base according to the English national Curriculum, built around the CORE subjects of maths, English and Science, adhering to guidance for minimum curriculum learning time.
- Learning resources, including digital platforms and textbooks, are carefully selected and used with clear rationale to support high-quality teaching and learning.
- Resources are reviewed and vetted in line with the ADEK Cultural Consideration Policy to ensure learning materials are culturally appropriate for use in lessons. The Curriculum Compliance committees meet half-termly to review the curriculum and learning materials, including the library.
- Academic progress and attainment are regularly assessed, monitored, and recorded to ensure that learning outcomes are achieved and supported.
- Alongside compulsory subjects, students have access to elective and optional opportunities that broaden their experiences and nurture their interests and aspirations.
- The curriculum is reviewed annually to evaluate its quality, impact on student outcomes, and contribution to wellbeing, with adjustments made as needed.
- Question level analysis of exam performance informs next steps planning and adaptation of key curriculum material and content.

Classification: General Internal Purpose

4. Licensing and Accreditation

YBA ensures full licensing and accreditation is held for all necessary bodies in accordance with UK and ADEK curriculum expectations:

- Maintains full compliance with ADEK's licensing requirements and processes.
- The school secures all necessary accreditations and affiliations with external providers including Pearson, AQA, and other awarding bodies to ensure recognition of our qualifications.
- The school adheres to JCQ examination guidelines and expectations associated with external board examinations, in accordance with accreditation expectations with UK and international exam boards.
- ADEK reserves the right to provide guidance and request amendments to YBA's curriculum as part of licensing and inspection processes, and YBA fully engages with this process to ensure continuous improvement.
- Where international curricula are delivered, YBA provides evidence of alignment with the standards and requirements of the awarding country to meet ADEK expectations.
- Any significant curriculum changes, including the addition, removal, or amendment of courses, syllabi, or examinations, are submitted to ADEK for approval in line with regulatory requirements.

5. Enrichment

YBA provides a wide range of curricular and extracurricular activities across Primary and Secondary, fostering creativity, innovation, enterprise, and social contribution. Opportunities are accessible to all students across cycles and include social, cultural, scientific, athletic, intellectual, artistic, and philanthropic activities, ensuring participation that nurtures every student's talents and interests. Including:

- Clubs, teams, competitions, performances, and student leadership roles (House Captains, English, Science, Maths and Digital Ambassadors, Eco Warriors etc).
- Enrichment through school visits, visiting speakers, field trips, Model UN, Duke of Edinburgh Award, and pathways to university preparation.
- Innovation and enterprise mapped across all year groups, giving students structured opportunities to develop attributes such as problem-solving, teamwork, leadership, and creativity through project-based learning, STEAM initiatives, and enrichment activities. These experiences inspire students to make meaningful social contributions and equip them to contribute positively to the development of their society.

The ECA programme is aligned with our school domains of academic excellence, sport, innovation, creativity and community and the provision is structure in three strands:

- **Co-Curricular Activities (CCAs):** Linked to curriculum areas and enrichment opportunities, delivered by teachers with tangible outcomes.
- **Targeted/Invitation-Only Activities (TAs):** Activities requiring specific skills, knowledge, or selection (e.g., Olympiads, Mathletes, sports squads).
- **Sports Squads:** Competitive teams selected through trials with opportunities for interschool competition across Abu Dhabi and Dubai.

All details can be found in the **Extracurricular Activities and Events Policy.**

6. Adaptation for All Student Groups

YBA accommodates the needs of all students, including students of determination and multilingual learners, by:

- Implementing inclusive teaching and personalised planning through Quality First Teaching.
- Ensures inclusion and accessibility of learning for all students groups, ensuring the needs of all students are met with regardless of ability or background, including those identified as having Additional Learning needs (ALN), English as Additional Language (EAL) and Able Gifted and Talented students (AG&T).
- Ensuring Arabic, Islamic Studies, and Social Studies are accessible for both Native and Non-Native learners and the UAE culture, and UAE National Identity are central to our provision.
- Providing personalised differentiated planning, interventions, and enrichment opportunities as part of our extensive extra-curricular offer.
- Ensuring compliance with ADEK's minimum instruction times for MoE subjects, with no exemptions. Where students require additional support, resources and interventions are provided to ensure they can successfully meet the equivalency requirements of the UAE General Education Certificate (Al Thanawiya).

7. Curriculum Evaluation and Quality Assurance

The impact of the curriculum is evaluated termly through lesson observations, internal audits, assessment analysis, and student voice. Data from GL, CAT4, and external exams and benchmarking informs adaptation and improvement throughout the school. Findings are reviewed by the Curriculum Compliance Committee and shared with ADEK where appropriate.

8.Accountability:

The Principal and Vice Principals are responsible for ensuring full compliance with ADEK curriculum expectations. Curriculum Leaders oversee implementation and monitoring within their subject areas. The Curriculum Compliance Committee reports termly to the Executive Leadership Team on curriculum quality, alignment, and ADEK compliance.

9. Compliance

This policy shall be effective from the Academic Year 2024/25, with YBA fully compliant by the start of Academic Year 2025/26.
YBA will continue to review its curriculum annually to reflect ADEK updates and ensure positive impact on student outcomes and wellbeing. Our Curriculum Compliance Committee meet half-termly to review resources and content to ensure we are fully compliant with ADEK expectations and Islamic law.

Failure to comply with this policy will result in legal accountability under ADEK regulations and UAE Federal Laws, including penalties under Federal Decree Law No. 31 of 2021, and ADEK reserves the right to intervene where obligations are not met.

10. References

This policy is aligned with:

- ADEK School Curriculum Policy (September 2024, Version 1.1)
- ADEK School Assessment Policy
- ADEK School Inclusion Policy
- ADEK School Wellbeing Policy
- ADEK School Values and Ethics Policy
- ADEK School Student Behaviour Policy
- ADEK School Sustainability Policy
- ADEK School Extracurricular Activities and Events Policy
- ADEK School Licensing Policy
- ADEK School Cultural Consideration Policy

This policy is aligned with the ADEK School Curriculum Policy (September 2024, Version 1.1).

ADEK Assessment, Inclusion, Wellbeing, Values and Ethics, Student Behaviour, Sustainability, and Extracurricular Activities Policies.

Appendix A: Definitions

Term	Definition
Academic Plan	Sets out YBA's focus, including mission, vision, goals, teaching methods, curriculum, timetables, and accreditation.
Accreditation	External quality assurance verifying YBA meets required standards.
Additional Learning Needs	Support for students needing modifications or accommodations, including Students of Determination, SEN, and gifted learners.
Affiliation	Partnership with external exam boards (e.g., Cambridge, IB, Pearson).
Attainment	Standards achieved in assessments, recorded as grades or levels.
Compulsory Subjects	Mandatory courses required by ADEK/MoE.
Curriculum	Planned and taught content aligned with licensed standards.
Curriculum Map	Vertical and horizontal overview showing scope and sequence of subjects.
Educational Program	Structured framework of subjects to meet learning goals.
Equivalency (Al Thanawiya)	UAE process ensuring international curricula meet requirements for the UAE General Education Certificate.
Examination Centre	Approved site where students sit national or international exams.
Extracurricular Activities	Clubs, sports, cultural and enrichment opportunities beyond the classroom.
Learning Pathways	Courses tailored to student interests and aspirations.
Multilingual Learners	Students needing support to access the curriculum in the language of instruction.
Progress	Improvement in attainment over time.
Scope and Sequence	Breadth, depth, and order of curriculum content.
Subject	Area of study (e.g., English, Mathematics, Science).
Units of Instruction	Clusters of outcomes taught and assessed within the curriculum.
Yearly Overview	Curriculum map for one subject across an academic year.
Cycle 3	Years 9–13; prepares students for international qualifications and UAE equivalency (Al Thanawiya).
Middle School	Years 5–8; bridges Primary and Secondary with specialist teaching and transferable skills.
Pacing Guide	Timeline showing scope and sequence of learning for structured progression.
Innovation and Enterprise	Curriculum and enrichment activities developing creativity, teamwork, leadership, and entrepreneurial skills.
Social Contribution	Opportunities for students to apply learning to benefit their community and society.
Wellbeing	Whole-school focus on social, emotional, and mental health, including resilience and positive lifestyles.
Sustainability Principles	Integration of environmental responsibility and UAE sustainability goals into learning.
Optional / Elective Subjects	Non-compulsory courses allowing students to pursue talents, interests, and aspirations.

Appendix B

Early Years Foundation Stage (EYFS)	
Curriculum Focus	Thematic, enquiry-based learning shaped by 4 guiding principles: 1. Every child is unique, resilient, capable, confident, self-assured. 2. Independence through positive relationships. 3. Enabling environments with responsive adults & partnerships with parents. 4. Children develop at different rates.
Areas of Learning	Prime Areas: Communication & Language, Physical Development, Personal, Social & Emotional Development (PSED). Specific Areas: Literacy, Mathematics, Understanding the World, Expressive Arts & Design.
Guidance	Development Matters is used to plan and assess learning in line with EYFS framework.
Phonics (EYFS – Year 3) Approach – Read, Write Inc (RWI) synthetic phonics program.	
Coverage	EYFS to Year 2, Year 3 first 6 weeks Term 1 then SPAG. Interventions for students needing support.
Five Ps	Purpose, Participation, Praise, Pace, Passion.
Content	44 sounds, blending for reading, writing & spelling, matched storybooks.
Progression	Fluent readers move to RWI Comprehension Program (fiction & non-fiction, inference, summarising, vocabulary, grammar, spelling).
Assessment	Regular assessments ensure correct placement.
Lower & Upper Primary	
English	Reading: Whole Class Reading, vocabulary, inference, summarising, Accelerated Reader, class texts
	Writing: Daily writing, text inspiration, teacher modelling, oral rehearsal, drama, debate, poetry termly.
	WOW Writing: Extended, creative writing, moderation evidence, published & celebrated. WOW Writing Days link HPL & DCF skills.
Mathematics	5 lessons/week. CPA approach with White Rose, Times Tables Rockstars, Century. Focus on fluency, reasoning, problem solving, mastery.
Science	2 lessons/week. Biology, Chemistry, Physics themes with practical hooks, SC1 skills (fair test, variables, observations). Emphasis on scientific language & cross-curricular links.

YASMINA
BRITISH ACADEMY

Primary School Curriculum

Topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-FS	My Amazing Self	On The Move	Animal Adventures		Splish, Splash, Splosh	Big Ideas, Big Dreams
Nursery	Wonderful Me	Adventure Awaits	Journeys with Julia Enterprise: Art Exhibition		Circle of Life	Superheroes
FS2	Marvelous Me	Once upon a Time	Journeys and Adventures Enterprise: Art Exhibition		Commotion in the Ocean	Blast Off!
Year 1	Unique Little Me Enterprise: Paint a Portrait	Jurassic Journey	Shoots, Roots and Giant Boots SDG 15: Life on Land		Roar, Soar and Explore	
Year 2	The Loney Beast	Heroes & Villains	Awe and Wonders of the World & Continents		Fire! Fire! Enterprise: Fire Protection Devices SDG 11: Sustainable Cities and Communities	
Year 3	Sticks, Stones and Woolly Mammoths		Eco-Warriors: Mission Recycle Enterprise: Trash-ion Show SDG 12: Responsible Consumption and Production		Raiders of the Lost Tomb	
Year 4	Rainforests SDG 15: Life on Land		The Romans SDG 11: Sustainable Cities and Communities		Innovators Enterprise: Innovations in School SDG 9: Industry, Innovation and Infrastructure	
Year 5	Pioneers of Travel Enterprise: Formula Ethara SDG 5: Gender Equality		Ancient China		Blue Planet Enterprise: Ocean Clean-Up Machines SDG 14: Life Below Water	
Year 6	The Chocolate Souq Enterprise: The Chocolate Souq SDG1: No Poverty		Ancient Greece		Nature's Playground SDG 15: Life on Land	