



Nurture
Lifelong
Learning

MoE Mandatory Subjects Policy

Rationale

At Arcadia British School, we are committed to delivering the Ministry of Education curriculum in a way that nurtures lifelong learners and reflects the values, priorities, and aspirations of the United Arab Emirates. Our vision, “Nurture Lifelong Learning,” underpins our approach to teaching MOE subjects, ensuring learning is purposeful, engaging, and relevant to students’ lives. Through high-quality teaching, a supportive and inclusive learning environment, and strong partnerships with families and the wider community, we develop students’ knowledge, skills, and understanding in line with national expectations. This approach empowers learners to become responsible citizens, make informed choices, and confidently prepare for their future within the UAE and beyond.

Policy Coverage

This policy applies to the delivery of all MOE Mandatory Subjects (Arabic A&B, Islamic Studies, Moral Education, Social and Cultural Studies “MSCS”)for Arabic non native speakers, Social Studies for native speakers, integrated Moral Education across Foundation Stage to Key Stage 5, including:

- Timetabling and Time Allocation
- Curriculum
- Teaching and learning expectations
- Assessment and feedback
- Inclusion and Support
- Library Resources
- Monitoring, Quality Assurance, and Review
- Culture committee
- Foundation Stage (FS) : Teacher Qualification Requirement
- Arabic implementation in homeroom classes

Our provision for Ministry of Education subjects aims to:

- Ensure full compliance with the UAE Ministry of Education curriculum frameworks and guidelines across all phases.
- Promote UAE national identity, Islamic values, moral character, and respect for cultural diversity.
- Develop confident, effective Arabic communicators who can read, write, speak, and listen in accordance with their language pathway.
- Develop students’ understanding and application of Islamic teachings by enabling them to read, comprehend, reflect on, and apply Islamic knowledge and values appropriately to their age, ability, and learning pathway.
- Develop informed and responsible learners who can understand, discuss, and apply moral, social, civic, and cultural concepts, demonstrating respect for UAE values and cultural diversity.



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- Nurture independent, resilient, and reflective learners who take increasing responsibility for their learning from the Early Years onwards.
- Foster essential lifelong learning skills, including curiosity, inquiry, critical thinking, collaboration, and problem solving, through developmentally appropriate learning experiences.
- Provide a rich, balanced, inclusive, and supportive curriculum that promotes creativity, language development, self-expression, and equitable access, progression, and success for all students.

Timetabling and Time Allocation:

Ministry of Education Mandatory subjects are timetabled in full compliance with MOE requirements for each phase and target group. Arabic, Islamic Education, Moral Education, MSCS, and Social Studies are allocated the prescribed weekly minutes and lesson frequencies for native and non native learners, with integrated approaches applied where permitted by MOE guidance. Timetabling is reviewed annually to ensure continued compliance with updated MOE mandates and progression requirements across Foundation Stage to Key Stage 5.

Curriculum

Early Years (FS1 & FS2):

In line with new MOE Early Years guidance, Learning focuses on social development, communication, identity, and values, ensuring smooth progression into Year 1. MOE subjects in the Foundation Stage are delivered through:

- Play-based, experiential, and language-rich learning
- Storytelling, role play, songs, movement, and visual prompts
- Early exposure to the Arabic language, Islamic values, and moral behaviours
- Developmentally appropriate assessment through observation

Primary (Years 1–6)

MOE subjects are delivered as discrete subjects and through cross-curricular opportunities, ensuring:

- Progressive development of subject knowledge and skills
- Clear alignment with MOE learning outcomes
- Use of inquiry-based learning, discussion, and reflection
- Opportunities for application through projects and enrichment

Secondary (Years 7–13)

In Secondary, MOE subjects focus on:

- Deeper conceptual understanding and critical engagement
- Application of learning to contemporary and real-life contexts
- Structured assessment aligned with MOE expectations
- Preparation for national and post-school pathways

Moral Education Integration

Moral Education at Arcadia British School is delivered through an integrated, age-appropriate approach in line with Ministry of Education guidance.

- Early Years (FS1–FS2): Integrated within Wellbeing and Personal, Social and Emotional Development through play-based learning.



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- Primary (Years 1–6): Integrated within Wellbeing and MSCS to develop moral awareness, social responsibility, and UAE values.
- Secondary (Year 7–10): For Arabic Non-Native Speakers, Moral Education is embedded within MSCS, with a focus on ethical understanding, civic responsibility, UAE values, and real-life application.
- Secondary (Years 7–13) for Arabic Native Speakers, Moral Education is embedded within Arabic lessons to explore moral values, character, and national identity through language, focusing on ethical understanding, values, identity, and real-life application through language and cultural context.
- Secondary (Years 11–13): Delivered through Form Tutor time and Wellbeing programmes, supporting personal development, resilience, and responsible citizenship.

The school's curriculum ensures the integration of UAE culture and Islamic values across all subjects. Targeted CPD is delivered to all staff and tracked by Teaching and Learning Leaders, focusing on the integration of UAE culture and Islamic values across all lessons. Impact is monitored through learning walks, planning reviews, and staff reflection to ensure consistent and meaningful implementation.

Teaching and Learning Expectations

Teaching of MOE mandatory subjects is characterised by:

- Clear learning objectives aligned with MOE frameworks
- Differentiated strategies to meet Arabic A/B pathways and learner needs
- Active student engagement through discussion, inquiry, and reflection
- Effective use of technology, Ministry of Education-approved resources, and appropriate AI tools to enhance learning, support engagement, and align with the school's vision of nurturing lifelong learners.
- High expectations for language accuracy, behaviour, and participation
- The curriculum is adapted in line with the Adapted School Initiative

Assessment and Feedback

Assessment practices align with whole school assessment policies and MOE guidance:

- Formative assessment through questioning, observation, discussion, and feedback
- Summative assessment at defined points to track progress and attainment
- Assessment in Early Years remains observational and developmental
- Feedback supports improvement, reflection, and progression
- Learning walks and formal observation through BlueSky
- MOE subjects also contribute to external assessment: (ABT-ISBT-My Identity- SS.B.T) and GCSE Arabic and A-level assessments.

Inclusion and Support

Arcadia British School ensures that MOE subjects are accessible to all students through:

- Differentiated tasks and scaffolding
- Targeted intervention and support
- Collaboration with SofD and pastoral teams
- Close communication with parents



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Library Resources:

All library books and learning resources used to support Ministry of Education subjects are carefully selected to align with MOE requirements and UAE values. Resources are reviewed and approved in collaboration with the National Agenda team and the School Librarian to ensure cultural appropriateness, age suitability, and curriculum relevance.

Monitoring, Quality Assurance, and Review

The delivery of MOE mandatory subjects is monitored through:

- Lesson observations and learning walks
- Work scrutiny and curriculum reviews
- Student voice and parental feedback
- Ongoing professional development for staff

Foundation Stage (FS) – Teacher Qualification Requirement (until 2028):

In line with Ministry of Education guidance, Foundation Stage teachers delivering Arabic and Islamic Studies are permitted to hold a relevant teaching qualification or a recognised language/subject qualification, with schools ensuring appropriate professional development, mentoring, and quality assurance in place. This arrangement will remain in effect until 2028, with the school committed to full compliance with any updated MOE requirements thereafter.

Arabic Implementation in Homeroom Classes:

Arabic teachers attend homeroom classes alongside homeroom teachers across all subjects except Arabic and Islamic Studies, to support language exposure, create a positive and inclusive learning environment, and actively promote UAE culture, values, and everyday Arabic use through meaningful interaction.

This policy is reviewed annually or in response to updates in MOE guidance.



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