



ARCADIA BRITISH
SCHOOL

مدرسة اركاديا البريطانية

Curriculum Policy

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1. Curriculum Aims

Our curriculum adopts the notion that every student is a unique individual who is constantly learning. From the point of entry, we endeavour to develop students who are resilient, capable, confident and self-assured. Arcadia's curriculum facilitates learning in a way that students can develop as fully as possible, the understanding, knowledge and skills required to meet the challenges of a rapidly globalising and competitive world. Through enriching the curriculum holistically, our programme focuses on the whole student so as to ensure they form positive relationships, develop a transferable skill set and have exposure to unique and enriching opportunities.

We intend to nurture students who are:

- Motivated and stretched in all aspects of school life
- Tolerant and caring
- Enjoying and understanding their learning
- Intellectually curious
- Digitally literate
- Developing high-quality learning skills and leadership qualities
- Comfortable and knowledgeable about the United Arab Emirates
- Internationally-minded
- Collaborative
- Informed risk-takers
- Entrepreneurial
- Socially conscious

To meet these aims, the curriculum provides:

- A wide range of choice, keeping students options' open for as long as possible
- An appreciation of British Culture and Values in keeping with the NCfE
- A broad education
- An in-depth education, so that students are challenged and stretched at all times
- A wide range of enrichment activities
- An inclusive programme with individual pathways developed to suit all needs and abilities
- Opportunities for student leadership in areas such as school council, sustainability and sports
- An in-school homework provision



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2. Legislation and Guidance

This policy reflects the requirements of the [National Curriculum Programmes of Study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Dubai Inclusive Education Policy Framework](#) and refers to curriculum-related expectations of governing boards set out in the [UAE School Inspection Framework](#).

3. Roles and Responsibilities

3.1 The Academic Committee

The Academic Committee will monitor the effectiveness of this policy and hold the Executive Principal to account for its implementation.

The Academic Committee will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SofD)
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Senior Leadership Team

The Senior Leadership Team comprising the Executive Principal, Head of Primary, Head of Secondary, Assistant Heads and Head of Foundation Stage is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school as well as those stipulated by the NCfE and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Academic Committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Academic Committee is advised on whole-school targets in order to make informed decisions

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- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Associate Leadership Team

The Associate Leadership Team, comprising the Executive Principal, Head of Primary, Head of Secondary, Director of Sport, Head of Digital Innovation, Head of Arabic, Learning Skills Lead, Core Subject Coordinator, Head of KS3 Data, Head of KS3 Pastoral, Assistant Head, Head of Foundation Stage and Inclusion Lead is responsible for ensuring that:

- The school's strategy is kept so as to maintain a clear direction for the school.
- Quality assurance cycles are carried out in line with strategic targets
- Regular evaluation of practice is undertaken and reported back to senior leaders
- 6-month, 1-year and 3-year cycles are planned and regularly reviewed.

3.4 Year Leader

The Year Leader Team comprises the Head of Primary, Assistant Headteacher, Foundation Stage Leader and Year Leaders from each year group. This team is responsible for:

- Oversight and quality assurance of teaching, planning and assessment across the relevant year group.
- Maintaining oversight of the operational elements of the year group, including ensuring consistency in the approach amongst the team.
- Dealing with parent concerns and complaints in relation to relevant year group
- Communicating key messages and expectations from senior management to all teaching staff.
- Maintaining oversight of data outcomes, intervention preparation and carry out data discussions with teachers.

3.5 Curriculum Leaders

Curriculum Leaders are in place for English, Mathematics, Science, Moral Education and Social Studies. All subject leaders report into the Core Curriculum Lead and are responsible for:

- Oversight of whole school data outcomes, broad areas of need and interventions applied.
- Instigate opportunities for Exceptional Learners to be extended.
- Moderation and quality assurance of subject area
- Professional development, action planning and improvement of the subject area.



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4. Organisation and planning

4.1 Early Years Foundation Stage

At Arcadia School, we acknowledge that children learn best through the first-hand experience in relation to themselves, their senses and the world around them. For this reason, we have designed the Early Years Explorer programme. This approach is based on the concept that powerful learning is built upon harnessing children's natural curiosity in ways that help them to develop new skills and understanding in context within their environment.

In the Foundation Stage, learning opportunities are provided through:

- In the moment planning approach - whereby the children lead the learning experience.
- Multi-Sensory Learning - children use a range of senses enabling them to make important connections and links within their learning.
- Stimulation Environment - The purpose-designed Early Years environment sparks imagination and stimulates interactive learning.
- High Expectations - The programme promotes the essential skills of reading, writing, speaking and number knowledge. Children become effective communicators and develop a love of learning.
- Social Growth - Carefully planned strategies, ensure that all children are confident learners. Children develop skills in interacting with small and large groups as well as with children and adults.

Early Years Foundation Stage Teachers are expected to plan thoroughly

- Focus children planning
- Use of the Master the Curriculum (FS1) and White Rose Maths scheme (FS2)
- Time for Phonics scheme

4.2 Key Stage 1 and 2

Students in Key Stage 1 (Year 1 and 2) and Key Stage 2 (Year 3, 4, 5 and 6) following the National Curriculum for England. This comprises English, Mathematics, Science, Physical Education, Computing, Art and Design, Music, STREAM and Global Explorers (Humanities). At Arcadia, we enrich the curriculum so as to ensure we are developing well-rounded students who are prepared for their later life as global citizens. For instance, students partake in a Junior MBA programme in Key Stage 2 which develops their understanding of social enterprise and financial literacy. Further to this, students are immersed in a learning skills curriculum which is mapped progressively through the curriculum.



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Curriculum Subjects Taught:

English	Key Stage 1 and 2 (Years 1 - 11) National Curriculum for England (NCfE)
Mathematics	
Science	
Physical Education	Adapted English National Curriculum - Primary Curriculum for Key Stage 1 and 2 (Years 1 – 11)
Computing	
STREAM	
Design and Technology	
Geography (Global Explorers)	
History (Global Explorers)	
Modern Foreign Languages	
Performing Arts (including Music)	
Art	
Arabic 'A' (Arab national students - delivered in Arabic)	UAE Ministry of Education Curriculum
Arabic 'B' (Non-Arab students- delivered in English)	
Islamic Studies 'A' (Arab muslim students-delivered in Arabic)	
Islamic Studies 'B' (Non-Arab muslim students-delivered in English)	
Moral Education (all students)	
UAE Social Studies (all students)	



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4.3 Key stage 3

At Arcadia we proudly adhere to the National Curriculum for England, ensuring a robust foundation in key subjects. In line with our commitment to diversity and global perspectives, we supplement this curriculum with essential UAE subjects, including Arabic, Islamic, Moral, and Social Education, fostering an enriched understanding of the local context.

Furthermore, our students benefit from a distinctive approach to education through the Arcadia curriculum. This framework extends beyond conventional boundaries, incorporating ASIRE enrichment, Arcadia Life Long Learning Skills, Games, and the CEL programme. ASPIRE enriches students' experiences, fostering creativity and critical thinking. The Arcadia Life Long Learning Skills programme equips learners with essential skills for a lifetime of success. Games, both physical and intellectual, contribute to holistic development. Lastly, the CEL programme instills entrepreneurial qualities, enabling our students to navigate challenges with confidence.

4.3 Key stage 4

Aligned with the National Curriculum for England and following the Pearson/Edexcel IGCSE specifications, our KS4 curriculum ensures a solid foundation in essential subjects, including English, Maths, Science, Arabic, Islamic (for Muslim students), Moral and Social Education, and Core PE. This comprehensive core provides a well-rounded education, fostering intellectual, cultural, and physical development.

In addition to the national curriculum, our students benefit from a distinctive Arcadia curriculum. This framework goes beyond traditional boundaries, integrating Arcadia Life Long Learning Skills, Games, the CEL programme, and the Higher Project Qualification (HPQ). The HPQ offers an avenue for academic depth and personal growth, allowing students to delve into areas of specific interest and passion.

To further tailor their educational experience, students choose four additional options from a diverse range of subjects, including Geography, Food Prep and Nutrition, Business Studies, History, Computer Science, Drama, Economics, French, Psychology, Design & Technology, Art and Design, Spanish, Music, and P.E.



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4.3 Key stage 5

In Key Stage 5, students have the freedom to choose four A-level subjects or opt for BTEC courses, providing a diverse range of academic pathways. This flexibility allows students to align their studies with personal interests and future aspirations, fostering both specialization and practical skills.

Our A-level subjects encompass a rich array of disciplines, including:

French
Geography
History
Mathematics
Further Mathematics
Music
Physics
Psychology
Spanish
Art
Biology
Business
Chemistry
Computing
Drama
Design & Technology
Economics
English Literature

Additionally, our BTEC courses offer practical, industry-relevant skills in:

Sports & Exercise Science
Information Technology
Engineering

Beyond the academic spectrum, our students actively participate in enriching experiences, including the Duke of Edinburgh programme, dedicated careers counselling, and the Extended Project Qualification (EPQ).



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Complementing these endeavours, the Arcadia General Studies Programme is a bespoke curriculum focusing on crucial life skills. This unique program includes language short courses, university survival strategies, cookery classes, public speaking workshops, and financial literacy sessions.

At Arcadia we take pride in nurturing well-rounded individuals, combining academic excellence with practical skills, and preparing our students for a future where adaptability and resilience are paramount.

5. Inclusion

5.1 Introduction to Inclusion

Arcadia School is committed to providing all students with an outstanding educational experience and believes that all students have learning potential and the right to education in a common learning environment. A key objective at Arcadia is to provide a personalised learning journey for students who are identified as a Student of Determination and celebrate key milestones along that journey. We believe that this ethos will raise the attainment and progress of students and create an environment that is truly inclusive in all aspects.

Arcadia's commitment to being an inclusive school is also reflected in our admissions policy wherein it is recognised that student diversity is integral to the school. The Head of Inclusion and Inclusion Support Teachers work closely with all staff to ensure that teachers differentiate for students' needs.

The Arcadia Creative Avenues Program (ACAP) combines a number of pathways to ensure each child's journey through primary and secondary school is tailored to their needs. Children's progress is monitored through a combination of whole school assessment, against a small steps curriculum.

5.2 ASDAN Programme

ASDAN (Award Scheme Development and Accreditation Network) is an award-winning British education charity and awarding organisation. Arcadia school is proud to be a fully registered and accredited ASDAN centre, allowing us to offer a wide range of courses and options to our students in fitting with their learning needs. The programme provides flexible and engaging programmes and qualifications that help young people develop skills for learning, work and life. The courses have been developed for learners with a wide range of learning needs and abilities and provide meaningful outcomes through a person-centred approach that prepares the learner for adult life.



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ASDAN's programmes and qualifications for secondary schools range from helping learners make a successful start in secondary education to boosting engagement and motivation, developing core skills, and enhancing academic performance. ASDAN is made up of short courses that are flexible, portfolio-based programmes designed to accredit up to 60 hours of activity and skills development across a range of topics and curriculum areas. ASDAN's programmes and qualifications help centres meet many requirements including:

- pride in achievement and commitment to learning
- developing self-confidence, self-awareness and understanding of how to be a successful learner
- gaining employability skills so that learners are well prepared for the next stage of their education, employment, self-employment or training.
- understanding how to keep themselves safe from risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
- personal development, so that learners are well prepared to respect others and contribute to wider society

5.3 English Language Learners

Arcadia welcomes learners with English Learners Language (ELL). They are students who do not speak any English or whose English is very limited that prevents them from both socialising within the school community and accessing the school curriculum.

ELL-Beginner (ELL-B)	Learners with no English Learners with very basic language skills Learners who score 0.0 → 2.9 in any of the WIDA Assessments Learners who need to secure their BICS
ELL-Advanced (ELL-A)	Learners who have secured their BICS Learners who have advanced and developed their English but still need support Learners who score 3.0 → 4.9 in any of the WIDA Assessments



	Learners who are in the process of developing their CALP
ELL-Independent (ELL-I)	<p>Learners who have developed an equal competency level as same as their peers</p> <p>Learners who do not need significant support in accessing the curriculum</p> <p>Learners who score 5.0 and above in any of the WIDA Assessments</p> <p>Independent learners of English who have secured their age-appropriate CALP</p>

At Arcadia, ELL learners are assessed at the earliest opportunity using WIDA, which assesses both social and academic English language proficiencies. The academic English language includes: Language Arts, Mathematics, Science and Social Studies.

Following the assessment, the ELL learners are identified and grouped according to their linguistic needs, whether they were basic communicative needs (BICS: Basic Interpersonal Communication Skills) or age-appropriate academic needs (CALP: Cognitive Academic Language Proficiency). Hence, ELL learners are identified as follows:

The identification process is finalised by creating an Individual Language Plan (ILP) for every ELL-B and ELL-A learner according to their year grouping (see Appendix 1). ILPs are generated to tailor the ELL provision that fits the individual needs of ELL-B and ELL-A learners, while ELL-I learners' progress and attainment to be monitored for one full academic year to secure their English proficiency level.

ELL Provision

The Arcadian ELL Provision is given in one or all of the following three forms according to the learners' needs and the outcomes of the WIDA Assessment: in-class support (push-ins); out-of-class interventions (pull-outs); and 1-to-1 sessions. It is also designed to develop the English language proficiency levels that focus on:

- Phonology: the sound system of English
- Morphology: the forms and formation of words
- Syntax: the rules and structure of the English language
- Semantics: the meaning of language including general vocabulary and academic terminology
- Language functions: the purpose of the use of specific language
- Pragmatics: the appropriate use of the English language in various contexts

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In order to adapt and adjust with the ELL learners' language development, the ELL provision changes with every assessment cycle and ILP review. Dates are as shown in the figure above.

5.4 Exceptional Learners

At Arcadia, we recognise that the KHDA identifies students with special gifts and talents are one of the groups at risk of educational exclusion. We strive to prevent this through the implementation of our 'Exceptional Learners Programme'. The programme is broken down into two core categories:

EXCEPTIONAL LEARNERS	HIGH FLYERS
Academic performance demonstrates a student as 'significantly above' age related expectations.	Students demonstrate skill and capability which significantly exceeds age related expectation in performance subjects such as Physical Education, Music and Art.

Based on both externally and internally tracked data of a students performance and following a developed criteria, students can be identified as any one or more of the above categories. Upon identification, planning and teaching is adapted, individualised targets are set and students are fast-tracked to additional opportunities which allow students to nourish and extend their exceptional potential.

6. The Enriched Curriculum

At Arcadia, students are provided with a longer school day so as to enrich the curriculum. To build learners who can be successful in a globalising world, the curriculum incorporates a number of additional experiences which aim to provide a future relevant skillset.

6.1 Learning Skills

Learning skills are delivered throughout the school from Foundation Stage to Key Stage 5 and underpin learning connections and constructions in order to develop the 21st century skills needed for our students to be successful throughout their lives. At Arcadia we focus on the development of the 4 C's of:



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Communication	Collaboration	Critical Thinking	Creative Thinking
Sharing thoughts, questions, ideas and solutions.	Working together to reach a goal and putting enterprise into action.	Critical thinking is focused, careful analysis of something to better understand it. When people speak of “left brain” activity, they are usually referring to critical thinking.	Creative thinking is expansive, open-ended invention and discovery of possibilities.

Learning Skills in Foundation Stage and Key Stage 1

In Foundation Stage and Key Stage 1, teachers expose students to the learning skills through incorporating one of the 4C's into aspects of teaching and learning. Within any given lesson, the class teacher will introduce the learning objective followed by the learning skill that students will be expected to use.

Where learning is more free flow in Foundation Stage and Year 1, teaching and learning will plan the learning provision and resources around the four skills so that throughout the day students will develop and demonstrate the skills.

Learning Skills in Key Stage 2

From Year 3-6, we have developed a series of progressive curriculum objectives which underpin each of the four learning skills. For students in Year 3 and 4, these learning skill objectives will sit alongside the lesson objective and form a part of the formative assessment within the lesson. Across all curriculum areas, students will be developing each of the four learning skills within a range of contexts. This aims to make the demonstration and utilisation of the skills implicit and natural for our students ahead of their move into Upper Key Stage 2.

In Years 5-6, students participate in a discrete lesson at which time, teachers deliver a more rigorous learning skills curriculum. At the end of each term, students in Year 5 and 6 will deliver a showcase to teachers and parents which aims to demonstrate their ability to both understand and demonstrate each of the learning skills within a relevant context. During this time, teachers undertake formative assessment of how well students have progressed.

To effectively transition our Year 6 students into the Year 7 learning skills framework, students work towards an APEX project (Arcadia Project Exhibition) at which point they create a final showcase. Scheduled at the end of the school year, the APEX project marks the end of a students primary school career and demonstrates their readiness to transition into Year 7.



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Learning Skills in Key Stage 3 & 4

At the heart of our curriculum philosophy is the unwavering belief that the development of essential life skills is as vital as academic proficiency. In every classroom, our dedicated teaching staff diligently embed crucial learning skills such as critical thinking, collaboration, creative thinking, and communication into their instructional methods. These skills, we firmly believe, are integral for our students to thrive in an ever-evolving world.

Furthermore, we place a distinct emphasis on these learning skills through our ALLS (Arcadia life-long learning skills) programme. This comprehensive initiative ensures that our students receive targeted instruction and practical experiences that foster the growth of these skills throughout their academic journey.

In line with our commitment to transparency and holistic evaluation, each child's progress in these vital learning skills will be thoughtfully assessed by their form tutor at every reporting point. This ongoing evaluation allows us to celebrate successes, identify areas for improvement, and provide tailored support to nurture the well-rounded development of each student.

We look forward to working collaboratively with you, our valued partners in education, to create an environment where our students not only excel academically but also emerge as confident, adaptable, and responsible individuals equipped with the skills necessary for success in the 21st century.

6.2 Enrichment Programme

6.2 (i) Extracurricular and Co-curricular Opportunities (see 9.1)

Through an extensive and comprehensive extra-curricular programme, offered within the extended school day, the school will aim to build confidence and create character, leadership and a spirit of adventure amongst the students. It will encourage pupils to engage in an extra-curricular programme that will give them the experience of leadership and adventure, service to the community, and creative/cultural activities.

The extended school day provides opportunities for enrichment activities to be scheduled and planned as blocked periods within the timetable. The school offers extra-curricular and co-curricular enrichment within the weekly programme on a regular and ongoing basis. The School has deliberately identified activities that support the concept of developing well rounded and highly skilled students who have the opportunity to gain enrichment across diverse areas:



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- Creativity and Performance Arts
- Citizenship
- Sport and Physical Development

In this way, the school seeks to achieve its mission of developing students who see learning as broad, varied, exciting and enriching and who will, therefore, become 'lifelong learners'. Likewise, the scope is also provided for students to become highly skilled in one or more of the areas and to develop expertise and particular talents.

6.2 (ii) Social Enterprise - Junior MBA

The Junior MBA programme is a 12-week programme designed to deliver an MBA style curriculum to primary school students. The essence of the programme is to deliver MBA modules to students aged from 6-11 years old with four learning goals:

- To encourage students to think critically
- To provide basic financial literacy skills to students
- To encourage collaboration among students
- To provide students the opportunities to learn through talk and to talk in accordance with the Oracy Framework

The Junior MBA programme was the creation of its founding teacher, Navin Valrani, Arcadia Education's award-winning CEO, who was not only educated in the finest business schools in the world but who has also successfully led a number of companies across a variety of industries.

The programme is considered essential for students as it provides them not only with financial literacy skills but also the basic tools of entrepreneurship that will serve them well in the long run. Due to the discussion-based nature of the class, the programme gives students the ability to think critically and encourages collaboration, with the intention of preparing students for their academic and personal journey ahead.

The course is taught in a discussion-based format by the class teacher and supported by Mr. Valrani. Students spend the first 6 weeks of the course discussing theory and the last 6 weeks of the course on real world applications including interacting with relevant guest speakers, visiting companies and learning how to prepare and pitch a business plan in front of an engaged audience.



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Only students at Arcadia School are eligible to enrol in the programme. All Arcadia students from Year 3 through to Year 6 (ages 7-11) are required to take the course as part of their schedule during Term 1 of the academic year. Year 1 and Year 2 students (ages 5-7) have the option to take the programme as an elective choice in Arcadia's Enrichment Learning Programme.

Key Topics of Study:

Entrepreneurship	Marketing	Finance	Accounting
<ul style="list-style-type: none">- Idea Generation- Company Formation- Social Impact- UN Sustainable Development Goals (SDGs)	<ul style="list-style-type: none">- The Marketing Mix- Branding- Social Media (safeguarding concerns highlighted)- Preparing Pitch Decks- Presentation skills	<ul style="list-style-type: none">- Fund Raising through Friends and Family- Commercial and Islamic Banking- Venture Capital- Stock Market (including exposure to live trading!)- Crowdfunding (including investing in real ventures!)	<ul style="list-style-type: none">- Understanding Revenue and Expenses- Calculating Profit- Basics about Balance Sheets- Goodwill- Learning about the case study method

CEL (Center for Entrepreneurial Leadership)

To execute entrepreneurial ideas, students need a technical skillset in business, design, and technology. Our Sands Center for Entrepreneurial Leadership™ curriculum, now available to you, is the result of a cross-disciplinary collaboration between the CEL, New Media and Engineering departments at Springside Chestnut Hill Academy. These classes, which Arcadia faculty and staff are being trained to deliver, provide the supportive space to experiment, play, and learn from failure. Expert faculty guide students through project-based experiences that engage their entrepreneurial mindsets and provide them with the technical skills they will need to bring their ideas to life.

Our program is designed to empower students in years 7-11 with a diverse set of skills essential for thriving in the ever-evolving landscape of entrepreneurship.

The CEL programme offers a range of cutting-edge models that encompass various facets of modern entrepreneurship. From robotics to digital storytelling, social entrepreneurship to personal brand design, coding to digital publishing, and powerful presentation skills to money matters, our curriculum is crafted to provide students with a holistic understanding of the entrepreneurial ecosystem.



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Students will engage in hands-on learning experiences that not only enhance their technical proficiency but also foster critical thinking and problem-solving abilities. The program places a strong emphasis on practical application, ensuring that students are well-equipped to navigate the complexities of the business world.

Whether delving into app development or mastering the art of powerful presentations, our students are exposed to a comprehensive skill set that prepares them for success in the entrepreneurial arena.

6.2 (iii) Outdoor Education

The Outdoor Education programme is based on the school's belief that by taking learning outside of the classroom and into new and challenging situations, students are able to reflect about and interact with the environment. New opportunities for learning are created and previous skills and understandings are able to be brought to bear in unfamiliar environments. As students move through school, the outdoor challenges grow sequentially in complexity, challenge and levels of independence. Arcadia work closely with Challenging Adventure to build a progressive curriculum from Year 3-Year 10 comprising:

Year	Location	Duration	Programme
Year 3	School Sleepover	1.5 days (1 night)	- Team building games - Orienteering - Tent pitching
Year 4	Umm Al Quwain Marine centre	2 days (1 night)	- Swimming - Water activities - Jacobs ladder - Zipline
Year 5	RAK Mountain Centre	3 days (1 night)	- Rock climbing - Kayaking - Team building games - Campfire activities
Year 6	RAK Mountain Centre	3 days (2 night)	- Via ferrata (around mountains) - Abseiling - Raft building - Team building including fire starting and den building - Campfire activities
Year 7-10	Ski trip to Italy	6 nights	-Skiing -Team building -Local culture
Year 7-10	Sri Lanka trip	6 nights	-Wildlife watching - Local culture





			-Culinary exploration
Year 7-10	Wadi Adventure	2 nights	-Surfing -Hiking -White water rafting
Year 7-10	Bear Grylls	2 nights	- Raft building - Team building including fire starting and den building - Campfire activities

6.2 (iii) Junior Dukes

Mini and Junior Dukes is an award scheme aimed at primary students that encourages the development of valuable life skills. There are six levels:

- Silver Mini Duke (Year 1)
- Gold Mini Duke (Year 2)
- Bronze Junior Duke (Year 3)
- Silver (Year 4)
- Gold (Year 5)
- Platinum (Year 6)

Each of the six levels contain fourteen challenges. In order to complete a level, students need to complete ten of these challenges successfully. Challenges include mastering skills such as first aid, ICT, languages, art, drama, music, sport, cookery, puncture repair amongst a variety of cultural experiences. Students will be given many of the necessary skills in school, but the award also requires time and commitment during their own time.

The skills gained through taking part in the Junior Duke award will be valuable for our students both currently and in later life. Students will grow in confidence, independence, resilience and adaptability when embarking on the challenges within each level. By taking part in the Junior Duke award, students will be better equipped to deal with the everyday problems faced in life.

Duke of Edinburgh's award

Arcadia School takes pride in being a provider of both the Bronze and Silver levels of the Duke of Edinburgh Award, a prestigious programme that focuses on personal development, skills enhancement, and community engagement. Our students have the unique chance to embark on expeditions right here in the UAE, exploring the diverse landscapes and learning valuable life skills along the way.



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Participating in the Duke of Edinburgh Award at Arcadia School goes beyond academic achievements; it is a journey of character building and self-discovery. The structured framework of the award encourages students to step out of their comfort zones, develop resilience, and build a sense of responsibility.

Furthermore, our students actively contribute to the community through various service projects, demonstrating a commitment to social responsibility and instilling a sense of giving back. These experiences not only contribute to the personal growth of our students but also foster a strong sense of community and civic engagement.

6.2 (iii) Quest Programme

The Quest programme is a key aspect of our enrichment programme where students can further develop skills in a range of areas across outside the usual curriculum.

These include:

- Cooking
- Outdoor adventure activities (external provider)
- P4C - Philosophy for Children
- Global Languages
- PSHE
- Sustainability through STREAM

Class Value	Term 1A Respect and Fairness	Term 1B Aspiration and Opportunity	Term 2A Adventure and Independence	Term 2B Compassion and Tolerance	Term 3a Altruism and Cohesion	Term 3b Determination and Integrity
YR101 (23)	Global Languages (Amy Kember) Chrystelle	PSHE 1 Class Teacher	Sustainability Goals through stream Planned by Phil Long Delivered by Shazia/Sara Z	Play Projects (Ashlee Steward) Class Teacher	P4C (Charlotte Sheridan) Class Teacher	Cooking Skills (Ms Niro)
YR102 (22)	Global Languages (Amy Kember) Chrystelle	PSHE 1 Class Teacher	Sustainability Goals through stream Planned by Phil Long Delivered by Shazia/Sara Z	Play Projects (Ashlee Steward) Class Teacher	P4C (Charlotte Sheridan) Class Teacher	Cooking Skills (Ms Niro)
YR103 (22)	Global Languages (Amy Kember) Chrystelle	PSHE 1 Class Teacher	Sustainability Goals through stream Planned by Phil Long Delivered by Shazia/Sara Z	Play Projects (Ashlee Steward) Class Teacher	P4C (Charlotte Sheridan) Class Teacher	Cooking Skills (Ms Niro)
YR104 (22)	Global Languages (Amy Kember) Chrystelle	PSHE 1 Class Teacher	Sustainability Goals through stream Planned by Phil Long Delivered by Shazia/Sara Z	Play Projects (Ashlee Steward) Class Teacher	P4C (Charlotte Sheridan) Class Teacher	Cooking Skills (Ms Niro)
YR201 (24)	Sustainability Goals through stream Planned by Phil Long Delivered by Shazia/Sara Z	Outdoor Living (Absolute Adventure + ATs/Class Teachers)	P4C (Charlotte Sheridan) Class Teacher	Global Languages (Amy Kember) Chrystelle	Cooking Skills (Ms Niro)	Junior MBA (Chris Shrubsole) Class Teacher
YR202 (22)	Sustainability Goals through stream Planned by Phil Long Delivered by Shazia/Sara Z	Outdoor Living (Absolute Adventure + ATs/Class Teachers)	P4C (Charlotte Sheridan) Class Teacher	Global Languages (Amy Kember) Chrystelle	Cooking Skills (Ms Niro)	Junior MBA (Chris Shrubsole) Class Teacher
YR203 (23)	Sustainability Goals through stream Planned by Phil Long Delivered by Shazia/Sara Z	Outdoor Living (Absolute Adventure + ATs/Class Teachers)	P4C (Charlotte Sheridan) Class Teacher	Global Languages (Amy Kember) Chrystelle	Cooking Skills (Ms Niro)	Junior MBA (Chris Shrubsole) Class Teacher
YR204 (21)	Sustainability Goals through stream Planned by Phil Long Delivered by Shazia/Sara Z	Outdoor Living (Absolute Adventure + ATs/Class Teachers)	P4C (Charlotte Sheridan) Class Teacher	Global Languages (Amy Kember) Chrystelle	Cooking Skills (Ms Niro)	Junior MBA (Chris Shrubsole) Class Teacher
YR205 (21)	Sustainability Goals through stream Planned by Phil Long Delivered by Shazia/Sara Z	Outdoor Living (Absolute Adventure + ATs/Class Teachers)	P4C (Charlotte Sheridan) Class Teacher	Global Languages (Amy Kember) Chrystelle	Cooking Skills (Ms Niro)	Junior MBA (Chris Shrubsole) Class Teacher
YR301 (22)	P4C (Charlotte Sheridan) Class Teacher	Cooking Skills (Ms Niro)	Outdoor Living (Absolute Adventure + ATs/Class Teachers)	PSHE 1 Class Teacher	Global Languages (Amy Kember) Chrystelle	Sustainability Goals through stream Planned by Phil Long Delivered by Shazia/Sara Z
YR302 (22)	P4C (Charlotte Sheridan) Class Teacher	Cooking Skills (Ms Niro)	Outdoor Living (Absolute Adventure + ATs/Class Teachers)	PSHE 1 Class Teacher	Global Languages (Amy Kember) Chrystelle	Sustainability Goals through stream Planned by Phil Long Delivered by Shazia/Sara Z
YR303 (21)	P4C (Charlotte Sheridan) Class Teacher	Cooking Skills (Ms Niro)	Outdoor Living (Absolute Adventure + ATs/Class Teachers)	PSHE 1 Class Teacher	Global Languages (Amy Kember) Chrystelle	Sustainability Goals through stream Planned by Phil Long Delivered by Shazia/Sara Z
YR304 (21)	P4C (Charlotte Sheridan) Class Teacher	Cooking Skills (Ms Niro)	Outdoor Living (Absolute Adventure + ATs/Class Teachers)	PSHE 1 Class Teacher	Global Languages (Amy Kember) Chrystelle	Sustainability Goals through stream Planned by Phil Long Delivered by Shazia/Sara Z
YR305 (21)	P4C (Charlotte Sheridan) Class Teacher	Cooking Skills (Ms Niro)	Outdoor Living (Absolute Adventure + ATs/Class Teachers)	PSHE 1 Class Teacher	Global Languages (Amy Kember) Chrystelle	Sustainability Goals through stream Planned by Phil Long Delivered by Shazia/Sara Z



ASPIRE

This innovative programme aims to expose our year 6-9 students to a diverse range of learning opportunities across various subjects, fostering both personal and academic development. The ASPIRE course encompasses a rich tapestry of subjects, including Debating, Wellbeing, Art, Drama, STREAM (Science, Technology, Reading, Engineering, Arts, Mathematics), Investing, Graphic Design, Engineering, Oracy, Pottery, Textiles, Lego, Photography, and Baking.

Through engaging and interactive sessions, our students will have the chance to explore their interests, develop new skills, and build a well-rounded foundation for future success. The ASPIRE course reflects our commitment to nurturing not only academic excellence but also the holistic well-being of our students. The sessions are taught in houses and also in mixed year groups to promote social cohesion and adaptive learning from the students.

	Oracy	Wellbeing	Pottery	Textiles	STREAM	Lego	Photography	Baking
Staff	Jonathan	Edele	Laura H	Sara	Edel H	Rob	Adriana	Ryan
Location	Harkness	Music3	Pottery	109	602/120	201B	206	Food tech
4 weeks	BB1	BB2	RH1	RH2	HP1	HP2	MP1	H
4 weeks	MP2	BB1	BB2	RH1	RH2	HP1	HP2	MP1
4 weeks	MP1	MP2	BB1	BB2	RH1	RH2	HP1	HP2
4 weeks	HP2	MP1	MP2	BB1	BB2	RH1	RH2	HP1
4 weeks	HP1	HP2	MP1	MP2	BB1	BB2	RH1	RH2
4 weeks	RH2	HP1	HP2	MP1	MP2	BB1	BB2	RH1
4 weeks	RH1	RH2	HP1	HP2	MP1	MP2	BB1	BB2
4 weeks	BB2	RH1	RH2	HP1	HP2	MP1	MP2	BB1
Year 8/9 ASPIRE	Debating	Wellbeing	Art	Drama	STREAM	Investing	Graphic Design	Engineering
Staff	Kelsey	Jessica	Khandice	Laura W	Enda/Faith	Chris	Andy	Aaron
Location	218	204	Art room	Black box	201A	119	Small IT room	DT lab
4 weeks	BB1	BB2	RH1	RH2	HP1	HP2	MP1	MP2
4 weeks	MP2	BB1	BB2	RH1	RH2	HP1	HP2	MP1
4 weeks	MP1	MP2	BB1	BB2	RH1	RH2	HP1	HP2
4 weeks	HP2	MP1	MP2	BB1	BB2	RH1	RH2	HP1
4 weeks	HP1	HP2	MP1	MP2	BB1	BB2	RH1	RH2
4 weeks	RH2	HP1	HP2	MP1	MP2	BB1	BB2	RH1
4 weeks	RH1	RH2	HP1	HP2	MP1	MP2	BB1	BB2
4 weeks	BB2	RH1	RH2	HP1	HP2	MP1	MP2	BB1



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7. Moral Education, Social Studies and Personal, Social, Health and Economic Education

8.1 Moral Education

Moral Education is a programme of study that is taught in school through a directive of the Crown Prince's Court in Abu Dhabi. It is an innovative, engaging curriculum designed to develop young people of all nationalities and ages in the UAE with universal principles and values that reflect the shared experiences of humanity.

Aims:

- To ensure a holistic approach to education.
- To encourage youth to explore questions common to everyday life, building on the cultural values shared across the UAE's diverse communities.
- To promote character building to develop our students to be the next generation of role models and leaders.
- To encourage healthy choices and the importance of well-being in a hectic pace of life.
- To provide active learning that goes beyond the classroom.

The curriculum is based on four pillars which include – character and morality; the individual and the community; civic studies; and cultural studies and blends academic content with an exploration of character and ethics.

8.2 Social Studies

The Ministry of Education provides the UAE Social Studies curriculum. The syllabus is derived directly from its objectives and requirements. Social Studies is a complementary field and combines history, geography, science and National Education. We offer students information and skills for the Arab World as well as The United Arab Emirates. Students study the geography of the United Arab Emirates and Islamic countries and their relationships to geographical locations of Europe and the American continent. Our curriculum aims to equip students with the knowledge and understanding of the past as part of the inspiration to develop new ideas in the present while planning for the future.

Skills, knowledge and understanding in Social Studies are consolidated through project work so students develop an understanding of The United Arab Emirates and an understanding of Emirati identity. Our termly projects support children in becoming successful with information literacy and processing. This year we have incorporated Moral Education into the Social studies curriculum to assess more depth.



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8.3 Personal, Social, Health and Economic Education

PSHE is a non-statutory subject within the National Curriculum. However, here at Arcadia School, we

are committed to the development of the whole child and as a consequence we place Personal, Social,

Health and Economic Education (PSHE) at the heart of all that we do. We recognise that schools support pupils to develop in many diverse aspects of life, and the responsibility of preparing pupils for their adult lives is one that Arcadia School takes pride in, and assumes with integrity and purpose.

Through our curriculum, our school environment, our school ethos and the strength of our relationships, we strive to promote pupils' self-esteem and emotional and physical well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

Through our curriculum we want our pupils to know and understand what constitutes a healthy lifestyle and develop a growing awareness of a broad range of safety issues. Pupil voice lies at the heart of our school and the curriculum and opportunities we offer our pupils mean that pupils grow into independent, active and responsible members of our school community playing an active part in decision making.

In order to flourish, thrive and develop into happy adults who contribute effectively to society, pupils at Arcadia School develop their personalities and behaviour through the specific focus on important values that enable them to reflect, learn, behave with integrity and work consistently well with others. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw upon their understanding in order to engage and excel in the ever-changing world in which they live both now and in the future.

8. Additional Relevant Documents:

[Primary Curriculum Booklet](#)

[Exceptional Learners Policy](#)

[Innovation Policy](#)

[Digital Learning](#)

[AI Policy](#)

[Inclusion Policy](#)

[ELL Policy](#)



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9. Appendices

9.1 Extracurricular and Co-curricular Opportunities

ENRICHMENT AREA	PURPOSE	DETAILS
Creativity and Performance Arts	To enhance confidence and encourage creative skills across a wide spectrum of the arts. Students participate in the Arcadia Music Academy offering to further develop their talents	Visual Arts and Craft, Singing, Choir, Drama, Band, Instrumental Lessons (graded exams), Orchestra, Ballet, Modern Dance (Step Up Academy), Annual School Production, Computing, Coding, Robotics, Photography
Citizenship	To ensure that students develop a service mentality and seek to make society a better place	Ecology Action, Debating, Public Speaking, School Publications, Entrepreneurship, Community Outreach, Ramadan Support Club, National Day Support Club, Happiness Programme
Coding and Gaming	To ensure that students are future ready by gaining a practical understanding of AI and leading edge technology	Programming Languages, Coding, Web Design, Artificial Intelligence, Robotics
Sport and Physical Development	<p>To develop sporting skills and attitudes and to ensure that students compete with confidence at a range of sports</p> <p>To provide students with the opportunity to compete with other schools and develop school pride and sportsmanship</p>	Rugby (Rugby Academy), Football (The Football Academy), Swimming (Hamilton Aquatics), Netball, Cricket, Basketball, Cross Country, Athletics, Gymnastics (Step Up Academy), Tennis (NY Sports Services)

Policy Implemented: April 2017

Policy Review Date: September 2026

Policy Responsibility: Head of Primary

Board Approval: October 2023

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