Happy Home English School

CURRICULUM POLICY 2026-27

Policy Information			
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TABLE OF CONTENTS

Section		Page
1	**Curriculum Overview**	3
2	UAE Ministry of Education (MOE) Curriculum Integration	3
3	Curriculum Pathway	4
4	Curriculum Principles	5
5	Phase-1 Early Years Foundation Stage (FS2)	5
6	Phase-2 Curriculum (Years 1–6)	6
7	Phase-3 Curriculum (Year 7)	7
8	Teaching and Learning	8
9	Inclusion and SEN Provision	8
10	Student Wellbeing	9
11	Leadership and Student Development	9
12	Extracurricular Activities (ECAs)	10
13	Assessment and Progress Tracking	10
14	Digital Learning and Technology Integration	11
15	Sustainability and Global Citizenship	11
16	Partnership with Parents	12
17	Monitoring and Review of the Curriculum Policy	12
18	Conclusion	13

1. Curriculum Overview

Global Learning with Strong Values

At Happy Home English School, we are committed to delivering a high-quality, inclusive, and future-focused education that combines the Cambridge International Curriculum with the requirements of the UAE Ministry of Education (MOE). Our curriculum is designed to provide students with strong academic foundations while nurturing character, wellbeing, creativity, innovation, and lifelong learning.

The curriculum promotes international standards of education while ensuring that students remain deeply connected to the values, culture, heritage, traditions, and national identity of the United Arab Emirates. Through engaging teaching practices, inquiry-based learning, digital integration, meaningful student experiences, and cross-curricular opportunities, learners develop confidence, communication skills, critical thinking, collaboration, leadership, and global awareness.

UAE National Identity and Moral Education are actively embedded throughout the curriculum and are not limited to standalone subjects. Teachers are expected to identify and incorporate appropriate opportunities to promote UAE values, culture, heritage, national identity, responsible citizenship, respect, tolerance, integrity, and social responsibility within cross-curricular lesson planning and classroom learning across all relevant subjects.

The integration of UAE National Identity should be meaningful, age-appropriate, and connected to curriculum objectives. It may be demonstrated through local examples, UAE-related contexts, historical and cultural references, literature, projects, discussions, research activities, assemblies, enrichment activities, environmental initiatives, and real-life applications.

At Happy Home English School, we believe education is not only about academic achievement but also about preparing students to become responsible, compassionate, culturally aware, and future-ready global citizens.

Our curriculum aims to:

- Develop confident, responsible, reflective, innovative, and engaged learners.
- Provide a broad, balanced, and challenging curriculum for all students.
- Promote high standards of literacy, numeracy, and communication.
- Encourage creativity, curiosity, critical thinking, and problem-solving.
- Foster moral values, respect, tolerance, integrity, and cultural understanding.
- Promote appreciation of UAE culture, heritage, national identity, and responsible citizenship.
- Support students' emotional wellbeing and personal growth.
- Prepare students for higher education, future careers, and lifelong success.

2. UAE Ministry of Education (MOE) Curriculum Integration

The UAE Ministry of Education curriculum is integrated with Cambridge provision in accordance with applicable MOE and SPEA requirements. Leaders regularly review statutory subject allocations, teaching time and timetables, including Arabic as a Second Language (ASL), and maintain compliance records.

The MOE curriculum ensures:

- Strong foundations in Arabic Language.
- Islamic Education for Muslim students.
- Moral Education and UAE Social Studies.
- Understanding of UAE culture, heritage, and national values.
- Compliance with all UAE educational regulations and requirements.

In addition to the designated MOE subjects, UAE National Identity and Moral Education are reinforced through cross-curricular planning and learning experiences. Teachers should identify suitable opportunities within their subject areas to connect academic learning with UAE culture, heritage, values, national achievements, environmental responsibility, and civic awareness.
This integrated approach ensures that students receive an internationally benchmarked education while developing a strong connection with the UAE and its values.
The integrated curriculum model enables students to achieve international academic standards while remaining culturally grounded, morally responsible, and socially engaged.

3. Curriculum Pathway

Early Years (FS2)

Cambridge Curriculum Pathway:
EYFS framework aligned with Cambridge Early Years
UAE MOE Subjects:
Arabic, Islamic/Moral Values

Primary (Years 1–6)

Cambridge Curriculum Pathway:
Cambridge Primary Curriculum
UAE MOE Subjects:
Arabic, Islamic Studies, Moral Education, UAE Social Studies

Lower Secondary (Year 7)

Cambridge Curriculum Pathway:
Cambridge Lower Secondary Curriculum
UAE MOE Subjects:
Arabic, Islamic Studies, Moral Education

Across all phases, curriculum maps identify Cambridge learning objectives, MOE requirements, prerequisite knowledge, progression and UAE national identity links. Transition records support continuity from FS2 to Year 1 and through Year 7; departments review curriculum coverage each term.

Academic Year Structure 2026–2027

Term 1: 31 August 2026 – 10 December 2026

- Teaching Period: 7 September – 5 November 2026
- Revision Week: 9–13 November 2026
- First Term Examinations: 16–26 November 2026
- Enrichment Activities: 30 November – 10 December 2026

Term 2: 4 January 2027 – 8 April 2027

- Teaching Period: 4 January – 11 March 2027
- Revision Period: 15–18 March 2027
- Second Term Examinations: 22 March – 1 April 2027

Term 3: 12 April 2027 – 24 June 2027

- Teaching Period: 12 April – 27 May 2027
- Revision Period: 31 May – 3 June 2027
- Final Examinations: 7–17 June 2027
- Activity Week and Result Declaration: 21–24 June 2027

4. Curriculum Principles

The curriculum at Happy Home English School is guided by the following principles:

Inclusion

Every child has the right to access high-quality learning opportunities regardless of ability, background, language, or learning need.

Universal Design for Learning (UDL) is established as a baseline expectation for curriculum planning and inclusive practice. Curriculum and lesson planning should proactively anticipate learner diversity and reduce barriers to participation and achievement.

Teachers are expected to provide appropriate opportunities for engagement, representation, participation, and demonstration of learning. Where required, this should be supported through differentiated instruction, adaptive teaching, scaffolding, flexible grouping, accessible resources, assistive technology, and appropriate assessment strategies.

Student-Centered Learning

Students actively participate in learning through inquiry, collaboration, exploration, reflection, discussion, and independent learning.

Academic Excellence

The school maintains high expectations and supports all learners to achieve their personal best through a broad, balanced, challenging, and appropriately differentiated curriculum.

Wellbeing

Students' emotional, social, and mental wellbeing are central to teaching and learning.

Innovation and Creativity

Learning experiences encourage curiosity, creativity, independent thinking, problem-solving, research, innovation, and effective use of technology.

Cultural Identity and Global Citizenship

Students develop respect for their own culture while understanding and appreciating global perspectives.

The curriculum specifically promotes appreciation of UAE culture, heritage, national identity, values, and responsible citizenship, while enabling students to develop the knowledge, skills, and attitudes required to participate positively in a global society.

5. Phase-1 Early Years Foundation Stage (FS2)

Learning Through Play, Exploration, and Discovery

The Early Years curriculum follows the UK Early Years Foundation Stage (EYFS) framework aligned with Cambridge International Early Years. Early Learning Goals, baseline observations and transition records inform progression into Year 1, including foundational literacy, numeracy and communication.

Children learn within a safe, nurturing, stimulating, and play-based environment that supports holistic development.

The seven areas of learning include:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics

- Understanding the World
- Expressive Arts and Design

The Early Years curriculum focuses on:

- Building confidence and independence.
- Early literacy and numeracy development.
- Communication and language skills.
- Curiosity and exploration.
- Social interaction and emotional wellbeing.
- Fine and gross motor development.

Children are introduced to:

- Arabic language.
- Islamic and moral values.
- Cultural awareness and social development.
- Appropriate aspects of UAE culture, heritage, and national identity.

Teaching strategies include:

- Play-based learning.
- Storytelling and phonics.
- Role play and imaginative activities.
- Outdoor learning.
- Inquiry and exploration.
- Continuous assessment and observation.

6. Phase-2 Curriculum (Years 1–6)

Building Strong Academic Foundations

The Primary curriculum follows the Cambridge Primary framework. Subject leaders map English, Mathematics, Science and other subjects vertically across Years 1–6, align annual plans, curriculum breakdowns and teaching resources, and check breadth, statutory allocations and progression. Appropriate attention is given to ASL teaching time.

Core subjects include:

- English
- Mathematics
- Science
- Computing / ICT

Foundation subjects include:

- Social Studies
- Art
- Physical Education
- Moral Education
- Arabic
- Islamic Studies/Ethics
- Hindi/Urdu

Cross-Curricular Learning

Teachers explicitly plan English literacy across Mathematics, Science and other subjects, alongside enquiry, reasoning and UAE-linked learning. Cross-curricular experiences promote:

- Creativity.
- Collaboration.
- Communication.
- Critical thinking.
- Research and presentation skills.
- Problem-solving.
- Real-life application.
- UAE National Identity and cultural awareness.

Cross-curricular planning should explicitly identify appropriate opportunities to integrate UAE National Identity initiatives into relevant subjects rather than treating national identity as the responsibility of standalone MOE subjects only.

Examples may include:

- Exploring UAE history and heritage through English reading and writing.
- Using UAE-based contexts in Mathematics and Science.
- Studying local ecosystems and sustainability in Science.
- Exploring UAE art, architecture, literature, and cultural traditions through Art and English.
- Incorporating UAE geographical, historical, and social contexts into Humanities and Social Studies.
- Promoting values such as respect, responsibility, tolerance, integrity, and cooperation through classroom activities and projects.

7. Phase-3 Curriculum (Year 7)

Developing Independence and Academic Depth

The Year 7 curriculum follows the Cambridge Lower Secondary framework and builds on documented primary prerequisites. Teaching develops independent application, analytical reading and writing, mathematical reasoning and scientific enquiry. Diagnostic assessment identifies students requiring targeted support, with interventions reviewed for impact.

Students study:

- English Language and Literature
- Mathematics
- Science
- ICT and Computing
- Arabic
- Islamic Studies/Ethics
- Moral Education
- Art
- Physical Education
- Hindi or Urdu

The curriculum develops:

- Critical thinking.
- Analytical skills.

- Research skills.
- Independent learning.
- Collaboration and communication.
- Cultural awareness and responsible citizenship.

Students are taught by subject specialists and receive academic and pastoral guidance through form tutors. Teachers should continue to provide appropriate opportunities for UAE National Identity, cultural understanding, moral development, and responsible citizenship through relevant subject contexts and cross-curricular experiences.

8. Teaching and Learning

At Happy Home English School, teaching and learning are designed to ensure active student engagement and academic progress.

Teaching approaches include:

- Inquiry-based learning.
- Collaborative learning.
- Differentiated instruction.
- Adaptive teaching strategies.
- Project-based learning.
- Technology integration.
- Experiential learning.
- Cross-curricular learning.

Universal Design for Learning (UDL) provides a baseline framework for planning accessible learning experiences, while differentiated and adaptive teaching strategies are used to respond to individual learner needs.

Teachers use Cambridge learning objectives, measurable success criteria, formative assessment and baseline/CAT4/NGRT/GL evidence to plan scaffolded, core and extension tasks. Teachers are expected to:

- Plan engaging and purposeful lessons.
- Use assessment data to inform instruction.
- Support all learners effectively.
- Promote higher-order thinking skills.
- Create positive and inclusive learning environments.
- Encourage student voice and participation.
- Integrate UAE National Identity and Moral Education appropriately across relevant curriculum areas.
- Plan learning that provides appropriate challenge, support, and accessibility for diverse learners.

Students are encouraged to:

- Take responsibility for their learning.
- Reflect on progress.
- Work collaboratively.
- Develop resilience and independence.
- Demonstrate respect and responsibility.
- Appreciate UAE culture, values, heritage, and national identity.

9. Inclusion and SEN Provision

Happy Home English School is committed to providing an inclusive learning environment where every student feels valued, respected, supported, and appropriately challenged.

The school uses IEPs, SEND profiles, EAL needs and attainment evidence to adapt tasks, resources and assessments, and monitors intervention impact through work scrutiny and learning walks. The school ensures:

- Equal access to learning opportunities.
- Early identification of learning needs.
- Appropriate intervention and support.
- Individualized learning strategies.
- Collaboration between teachers, parents, and support staff.
- UDL-informed curriculum and lesson planning as a mandatory baseline expectation for inclusive practice.
- Mandatory differentiated lesson planning where learner needs require additional adaptation, support, or challenge.

Teachers should proactively consider learner variability when designing curriculum experiences. Learning should be planned to provide appropriate levels of engagement, accessible representation of information, and varied opportunities for students to demonstrate understanding.

Support may include:

- Differentiated instruction.
- SEN intervention programs.
- Learning support assistance.
- EAL support for English language learners.
- Counselling and wellbeing support.
- Adaptive resources and assistive technology where appropriate.
- Individualized targets and learning strategies.

The school promotes a culture of respect, acceptance, equity, and belonging for all students.

10. Student Wellbeing

Student wellbeing is central to school life.

The school promotes:

- Emotional wellbeing.
- Positive behavior.
- Mental health awareness.
- Respectful relationships.
- Student safety and safeguarding.
- Resilience and self-confidence.
- Respect for others and responsible citizenship.

11. Leadership and Student Development

Students are encouraged to develop leadership skills through:

- Student Council.

- House System.
- Prefect roles.
- School events and assemblies.
- Club leadership opportunities.
- Community service projects.

The school aims to develop students who are:

- Responsible.
- Confident.
- Respectful.
- Compassionate.
- Ethical.
- Future-ready.

12. Extracurricular Activities (ECAs)

Extracurricular activities enrich students' learning experiences and support holistic development.

Activities may include:

- Sports and athletics.
- STEAM clubs.
- Art and music activities.
- Debate and public speaking.
- Sustainability projects.
- Cultural programs.
- Innovation and entrepreneurship activities.

ECAs support:

- Teamwork.
- Leadership.
- Creativity.
- Communication skills.
- Confidence building.
- Cultural understanding.
- Community participation.

Where appropriate, extracurricular and enrichment programs should provide opportunities for students to explore UAE culture, heritage, national identity, and community values.

13. Assessment and Progress Tracking

Assessment at Happy Home English School is continuous and aligned with Cambridge and UAE expectations. Baseline, CAT4, NGRT and GL Progress Tests in English (PTE), Mathematics (PTM) and Science (PTS), where administered, inform curriculum adaptation, challenge, intervention and evaluation of progress.

Assessment methods include:

Formative Assessment

- Class activities.
- Observation.
- Questioning.

- Quizzes.
- Homework.
- Presentations.
- Peer and self-assessment.

Summative Assessment

- Unit tests.
- Projects.
- Internal examinations.
- Mock examinations.
- External assessments.

International Benchmarking

To ensure high standards of academic achievement and continuous improvement, Happy Home English School participates in a range of internationally recognized assessments, benchmarking programs, and diagnostic evaluations.

These assessments provide valuable data to monitor student progress, identify areas of need, inform teaching and learning practices, support intervention programs, and contribute to curriculum development and review.

Assessment data is used to:

- Monitor progress.
- Recognise achievements and celebrate progress.
- Inform planning and intervention.
- Provide feedback to students and parents.
- Support personalized learning.
- Evaluate the effectiveness of curriculum provision.

14. Digital Learning and Technology Integration

Technology is integrated across the curriculum to enhance teaching and learning.

Students develop:

- Digital literacy.
- Research skills.
- Responsible online behavior.
- Collaboration through digital platforms.
- Creativity using technology tools.

Teachers use technology to:

- Support personalized learning.
- Enhance engagement.
- Improve communication.
- Provide interactive learning experiences.
- Increase accessibility for diverse learners.

Online safety and responsible digital citizenship are promoted throughout the school.

15. Sustainability and Global Citizenship

The school encourages students to become environmentally aware and socially responsible global citizens.
Students participate in:

- Sustainability projects.
- Community service initiatives.
- Environmental awareness campaigns.
- Cultural and international events.

The curriculum promotes:

- Respect for diversity.
- Social responsibility.
- Ethical decision-making.
- Environmental awareness.
- Active citizenship.
- Appreciation of UAE environmental priorities and national sustainability initiatives where relevant.

16. Partnership with Parents

Happy Home English School values strong partnerships with parents and guardians.
The school encourages:

- Open communication.
- Parent involvement in school activities.
- Collaborative support for student learning.
- Regular feedback and engagement.
- Meaningful opportunities for parents to contribute feedback regarding curriculum development and improvement.

Parents are partners in supporting students' academic success, wellbeing, personal development, and progress.

17. Monitoring and Review of the Curriculum Policy

The Curriculum Policy is reviewed regularly by school leaders against Cambridge curriculum expectations, applicable MOE statutory requirements and SPEA/UAE School Inspection Framework Performance Standard 4: curriculum design and implementation (4.1) and curriculum adaptation (4.2).

- Alignment with Cambridge International standards.
- Compliance with UAE Ministry of Education regulations.
- High-quality teaching and learning practices.
- Continuous school improvement.
- Effective support for student achievement and wellbeing.
- Effective integration of UAE National Identity and Moral Education.
- Effective implementation of inclusive and differentiated curriculum provision.
- Responsiveness to the needs and experiences of learners and the wider school community.

Curriculum implementation and the impact of agreed improvements are monitored through:

- Lesson observations.
- Curriculum reviews.

- Student progress data.
- Teacher feedback.
- Student voice.
- Parent feedback.
- Departmental self-evaluation.
- External inspection requirements.
- Curriculum quality assurance evidence from SPEA inspections and external evaluation processes.

Annual Curriculum Review

The annual curriculum review evaluates curriculum breadth, balance, statutory compliance, continuity, curricular choice, cross-curricular links, inclusive modification, enterprise and innovation, UAE connections and measurable impact. Findings inform the School Improvement Plan, named responsibilities and termly monitoring.

The annual review shall explicitly incorporate evidence from:

- Student voice, including student surveys, focus groups, feedback, and participation in curriculum evaluation.
- Parent feedback, including surveys, Parent-Teacher Meetings, workshops, formal feedback, and relevant communication.
- Teacher feedback and departmental evaluation, including curriculum achievements, effective practices, resources and opportunities for enrichment.
- Student attainment and progress data, including internal and external assessment outcomes.
- Curriculum implementation evidence, including lesson observations, work scrutiny, planning reviews, and learning walks.
- Inclusion and intervention evidence, including the effectiveness of support and differentiated provision.
- External inspection evidence and SPEA guidance, including recognised strengths, curriculum compliance and quality assurance practices.
- Cambridge International requirements, curriculum updates, and relevant assessment outcomes.
- UAE MOE requirements and national educational priorities.

The findings of the annual curriculum review shall be used to celebrate curriculum achievements and establish strategic goals for the subsequent academic year.

Curriculum implementation is reviewed at the end of each term through:

- Curriculum reviews.
- Assessment data analysis.
- Teacher observations.
- Student attainment reviews.
- Departmental self-evaluation.
- Student and parent feedback where appropriate.
- Review of inclusion and intervention provision.
- Curriculum improvement planning.

The outcomes of these reviews should inform the school's Curriculum Improvement Plan, professional development priorities, resource allocation, intervention planning, and future curriculum design.

SPEA inspection guidance and external evaluation evidence shall inform the school's curriculum planning and quality assurance processes, with clear responsibilities, timescales and monitoring arrangements.

This ensures that curriculum review operates as a continuous quality assurance cycle in which evidence is gathered, feedback is considered, goals are established, actions are implemented, and impact is evaluated.

18. Conclusion

At Happy Home English School, the curriculum reflects our commitment to academic excellence, inclusion, wellbeing, innovation, cultural identity, and character development.

By combining the Cambridge International Curriculum with UAE national values and educational requirements, we provide students with meaningful learning experiences that prepare them to succeed confidently in an ever-changing world.

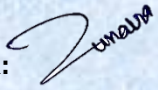
The curriculum is designed to ensure that UAE National Identity is actively promoted across subject areas through purposeful cross-curricular planning, while inclusive practice is strengthened through Universal Design for Learning (UDL) and mandatory differentiated lesson planning as appropriate to learner needs.

The school is equally committed to maintaining a rigorous annual curriculum review process that considers student voice, parent feedback, teacher and departmental evaluation, student progress data, and SPEA external inspection recommendations. This ensures that curriculum development remains responsive, evidence-informed, and focused on continuous improvement.

Our goal is to nurture knowledgeable, skilled, respectful, culturally aware, and future-ready learners who contribute positively to society and lead with integrity, confidence, and compassion.

Happy Home English School

Learning Today, Leading Tomorrow

Signed: 

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