ST. MARY'S CATHOLIC HIGH SCHOOL
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مدرسة القديسة مريم الكاثوليكية الثانوية
ص.ب. ٥٢٢٣٢، دبي – الإمارات العربية المتحدة
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OUR REF : ..... TRN : 100259955100003

Friday, 11 September 2026

To: The Parents of Students in Years 1-13

WEEKLY CIRCULAR BEFORE WEEK THREE

Dear Parents,

Greetings from Saint Mary's. We trust that this update finds you and your families well. It has been a wonderful week back to school with the children and we are grateful for your high level of collaboration and support.

NEW

- **DECLARATION FORMS - URGENT AND IMPORTANT – Parents of ALL STUDENTS.**
- **CLARIFICATION OF FEE COMPONENTS REFLECTED IN SKIPLY – Parents of ALL STUDENTS.**
- **FIRST TERM EXAM PORTIONS – Parents of ALL STUDENTS.**
- **INTERNATIONAL UNIVERSITY FAIR BY IDP ON 22 SEPTEMBER – Parents of Years 11, 12 and 13 students.**
- **GAVELS CLUB – Current members and students who completed YLP.**
- **THE NATIONAL EDUCATION CHARTER- PARENTS GUIDE – Parents of ALL students. Please see attached document.**
- **ART JAM – Parents of students in Years 1-12 - Please see attached flyer.**
- **MOBILE PHONE LETTER TO PARENTS – Parents of ALL STUDENTS.**
- **PREDICTED GRADE POLICY LETTER – Parents of Year 12.**
- **APPROVED CALCULATORS FOR THE A-LEVEL GCE PROGRAMME AND GCE EXAMS – Parents of A-LEVEL students.**

- **E-WASTE COLLECTION DRIVE : Parents of ALL STUDENTS.**
- **MICROSOFT 365 – Important Information.**
- **LITFEST COMPETITIONS – Please check the flyers attached.**
- **GEMA INTERNATIONAL STUDENT SPEAKER COMPETITION - Please check the link below**
  https://www.stmarysdubai.com/wp-content/uploads/2026/09/LETTER-WITHOUT-BORDERS-INTERNATIONAL-1_compressed.pdf

An urgent appeal to all parents and students: Students must not use the Church gates for entry and exit to and from school.

- **Only Gate 4 and 5 must be used by school students. These gates are manned and monitored by school appointed security who are responsible for the safety of our students.**
- **The church gate is not manned by school security or school staff and therefore they cannot be responsible for our school students.**
- **Even students who make a morning church visit, must exit the church gate and enter the school only through GATE 4.**
- **It is important to prevent students who are not STS users from cutting across the bus waiting area for their own safety. This will significantly minimize crowding in the bus holding areas and thereby raise safety levels for all students and staff.**

DECLARATION FORM – FOR PARENTS OF STUDENTS FROM YEARS 1-13.
The required THREE PRINTED COPIES of the DECLARATION FORMS should have been sent back with your child to the class teacher on MONDAY, 7 SEPT. 2026.

Parents of Years 1 to 6 should have also filled in the Declaration Forms in their child's diary, as copies have to be collected by the class teacher

INFORMATION FROM THE CLINIC: Parents, please find below the link to flyer related to important **DHA information** on the **FLU VACCINE.**
https://www.stmarysdubai.com/wp-content/uploads/2026/09/FLU-VACCINE.pdf

As per KHDA/ DHA guidelines, the annual Medical Forms, including the student Medical Form and Consent Fforms for First Aid, Emergency Care and Medical Examination, have been sent to students via email. Kindly complete the forms and send the **PRINTED HARD COPIES** with your child to the class teacher at your earliest convenience.

Please note that according to the new guidelines, all **YEAR 2 STUDENTS** and **YEAR 10 FEMALE STUDENTS** are required to undergo a Full Blood Count (CBC/FBC). The report should be recent (within the last three months). If you already have a recent CBC/FBC report, please attach a copy along with the completed medical forms.

Please note that our school office is closed on the first and third Saturdays of every month and the Administrative Staff work on the second and fourth Saturdays of every month from 8:00 AM to 12:00 PM. If the office needs to be closed on a first or third Saturday, it will be posted on the website on the preceding Friday.

NEW ADMISSIONS WHOSE TC's have not been submitted and/or KHDA REGISTRATION IS INCOMPLETE MUST NOT ATTEND SCHOOL UNTIL THE SAME HAS BEEN COMPLETED. THIS IS A MANDATORY GOVERNMENT REQUIREMENT. Please do not send children to school until and unless the KHDA registration has been completed.

Students who have outstanding fees of the previous year MUST NOT be sent to school as they have not been re-registered for this year 2026-2027. They can only be re-admitted once ALL outstanding dues have been cleared.

1) UNIFORM SALES / TEXTBOOKS FROM NOVEL HOUSE/ SCHOOL STATIONERY:

Please note that there will be no sale of uniforms and /or collection of pre-ordered books on Saturday, 12 September 2026. The school office will be open this Saturday.

Novel House for uniforms and pre-ordered books will be open only on Monday, 14th September from 8:00 AM to 2:00 PM at the school in Room number 7, opposite the school clinic. This is for the purpose of uniform purchase and collection of pre-ordered books.

2) SCHOOL TIMINGS AND DROP OFF AND PICK UP:

- **School timings are 7:10 AM until 1:50 PM from Mondays to Thursdays and 7:10 AM to 11:15 AM on Fridays.**
- **All students must be on the premises by 7:05 AM SHARP.**
- **Please note that no permission can be given for early dismissal or late arrival for students using public transport.**
- **Parents will not be allowed to drop off or pick up their children directly from the classrooms with effect from Monday, 14th September 2026.**

- **Parents of Year 1 Own-Transport students must now drop their children only at Gate 5. You are no longer permitted to drop them off at the classroom.**
- **Parents of newly admitted own-transport students to Year 2 and 3 and 4 must also drop their children at Gate 5.**
- **OWN TRANSPORT PARENTS TO ACCESS GATE NO. 5.**
- **Years 1-3 pick- up time for own transport is 1:40 PM from Mondays to Thursdays and 11:05 AM on Fridays. Own-transport parents are advised to meet their children in the designated Holding Area. Year 1--in front of the Primary Reception; next to Gate 5; Years 2 to 4- in the Girls Quadrangle.**
- **Year 4 to 6 pick-up time is at 1:50pm from Mondays to Thursdays and 11:10AM on Fridays.**
- **Students using the Metro must use GATE NO. 4.**

Recently, we have noticed that several students are being dropped too early in the morning, sometimes even a whole hour before the start of the school day. It is important to note that our security and support staff are busy readying the building and the rooms for the school day and therefore children this early cannot be adequately supervised.

In order to ensure that every child is safe we have revised our gate timings as well as certain other procedures to ensure better supervision of children for their safety and well-being. **This went into effect from 02 SEPTEMBER 2026.**

THESE TIMINGS ARE FOR PARENTS AND STUDENTS

- **Updated 04 Sept 2026**

GATE NUMBER	OPENING TIME ARRIVAL	CLOSING TIME ARRIVAL	FOR WHOM?
FIVE	6:30 AM	7:15 AM	Own transport students .
THREE	6:40 AM	7: 10 AM	STIRICTLY ONLY STS BUS USERS-BUS ID WILL BE CHECKED
FOUR-MAIN SCHOOL GATE	6:25 AM	7:10 AM -LARGE GATE ONLY SIDE ENTRANCE OPEN FOR LATE COMERS	STUDENTS WHO USE PUBLIC TRANSPORT OR WHO WALK HOME
ACCESS VIA BOYS BASKETBALL COURT	6:40 AM	Depending on STS bus arrival	STIRICTLY ONLY STS BUS USERS-BUS ID WILL BE CHECKED
ACCESS via IT OFFICE PASSAGE	ONLY FOR STAFF	NA	ONLY FOR STAFF

THESE TIMINGS ARE FOR PARENTS AND STUDENTS

- **Updated 04 September 2026**

GATE NUMBER	OPENING TIME DISPERSAL	CLOSING TIME DISPERSAL	FOR WHOM?
FIVE	1:35 PM 11:00 AM (Fri)	2:10 PM 11:30 AM (Fri)	Own transport students
THREE	1:35 PM 11:00 AM (Fri)	2:10 PM 11:30 AM (Fri)	STRICTLY ONLY STS BUS USERS
FOUR-MAIN SCHOOL GATE	1:35 PM 11:00 AM (Fri)	2:10 PM -LARGE GATE 11:30 AM (Fri) ONLY SIDE ENTRANCE OPEN	STUDENTS WHO USE PUBLIC TRANSPORT OR WHO WALK HOME
ACCESS VIA BOYS BASKETBALL COURT	1:35 PM 11:00 AM(Fri)	2:10 PM 11:30 AM(Fri)	STS students and others.
ACCESS via IT OFFICE PASSAGE	ONLY FOR STAFF	NA	ONLY FOR STAFF

HOW WILL THIS WORK AT ARRIVAL TIME?

- **STS students will remain on the bus with the Bus Guardians until 6:40 AM even if the bus reaches slightly earlier.**
- **Students who arrive before 6:40 AM will remain in the outside Holding Area (Boys Basketball Court / Boys' quadrangle and area just inside of Gate 5).**
- **Students will only be sent to class at 6:45 AM.**
- **NO CHILD MUST EVER BE DROPPED OFF/ LEFT OUTSIDE A CLOSED GATE BY A PARENT as this is a serious safety issue and puts a child at risk.**
- **Parents are advised to adjust their commute times to be in-line with these arrival procedures.**
- **Children must not be left unattended outside the school area.**
- **NO DOUBLE PARKING OUTSIDE THE GATE OR NEARBY OR YOU RISK SERIOUS FINES FROM DUBAI POLICE.**

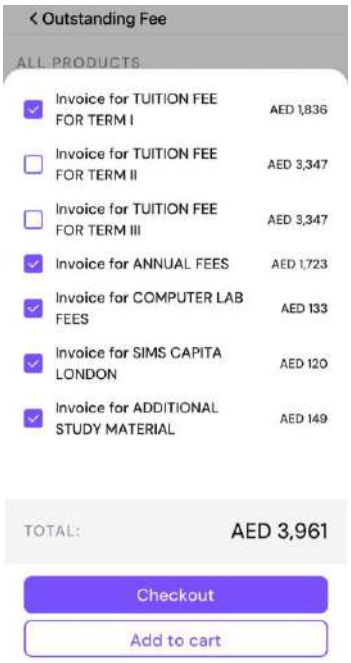
HOW WILL THIS WORK AT DISPERSAL TIME?

- **Parents who come to pick up their children from school will only be allowed to enter the school premises through Gate 4 and 5 and only at 1:35 PM. This is being done with the safety and security of the children in mind.**
- **Parents MUST remain in the Holding Area advised by those staff near the gate.**
- **NO DOUBLE PARKING OUTSIDE THE GATE OR NEARBY OR YOU RISK SERIOUS FINES FROM DUBAI POLICE.**

3) CLARIFICATION OF FEE COMPONENTS REFLECTED IN SKIPLY: We would like to clarify those fee components with the applicable portion that form part of the Term 1 installment in the Skiply App.

- **Annual Fees**
- **Textbook Fees**
- **Laboratory Fees**
- **SIMS Capita London Fees**
- **Additional Study Material Fees**

For ease of reference, a screenshot from the Skiply platform showing the fee structure can be found here.



4) FIRST TERM EXAM PORTIONS: Please find the portions for the First Term exams on the school website. The link can be found here: https://www.stmarysdubai.com/examinations/

5) INTERNATIONAL UNIVERSITY FAIR BY IDP ON 22ND SEPTEMBER FROM 11:30 AM TO 1:30 PM (YEAR 11, 12 AND 13 STUDENTS AND PARENTS): Parents and students are requested to please check the attached circular.

6) GAVELS CLUB: Parents of current members are reminded that the Gavels Club commences on Saturday,19th September at school. Students who have already completed the YLP and would like to join the Gavels Club are requested to kindly meet Ms. Lise-Ann for further information. Current members please check the Skiply App for payment for the year.

7) THE NATIONAL EDUCATION CHARTER-PARENTS' GUIDE (All Parents): Parents are requested to kindly read through the Parent Guide very carefully and fully participate in the Charter by implementing the home scenarios and situations as guided in the Charter. Please find attached guide to the National Education Charter.

8) ART JAM COMPETITION (All Parents and students): Parents and students are requested to kindly check the attached flyer.

9) PREDICTED GRADE POLICY LETTER (All Parents of Year 12): Parents of Year 12 students are requested to kindly read the predicted Policy carefully, please find the link here:

https://www.stmarysdubai.com/wp-content/uploads/2026/09/Predicted-Grades-Policy-for-A-Level-Students-2026-2027.pdf

Please fill in the acknowledgement in the letter attached to this circular and send it back with your child to be given to their class teacher.

10) APPROVED CALCULATORS FOR THE A-LEVEL GCE PROGRAMME AND GCE EXAMS (Parents of all A-Level students): Parents of A-Level students are requested to kindly read the separate circular attached to the weekly circular.

11) E-WASTE COLLECTION DRIVE:

As part of our commitment to promoting sustainable practices, our school will be organising an E-Waste collection drive. We encourage students and families to contribute unwanted electronic items to be disposed in the electronic bin waste kept in our school premises. This initiative will also help our students to understand the importance of caring for our environment and how our small practices can make a huge difference.

Our collection begins from 15th September. The E waste bin will be kept near the Gate # 4 and Gate # 5 for easy access of students and parents for disposal.

What can be donated?

Old or unused electronic items such as mobile phones, chargers, cables, keyboards, computer accessories, batteries and other small electronic devices may be contributed

12) MICROSOFT 365 : Students have access to Microsoft 365 for educational purposes, including Word, Excel and PowerPoint online, with licensed desktop applications available for personal devices.

Students may also use Word, Excel, PowerPoint and Microsoft Access on one personal device at home. Please note that school files and data cannot be accessed from home. The school Microsoft 365 account may also be used to sign in to computers in the school laboratories. Students will receive their credentials by 15th September 2026.

13) MOBILE PHONE LETTER AND MOBILE PHONE POLICY: Parents of ALL students are requested to kindly read the attached letter and please access the Mobile Phone Policy using the link here. https://www.stmarysdubai.com/wp-content/uploads/2026/09/Mobile-Phone-Policy-2026-2027.pdf

14) YEAR 12 SUBJECT ENTRANCE EXAM: Please note that those students who have to sit a subject entrance exam will do so on 12 September 2026. Reporting time is 8:00 AM and exams will start at 8:15 AM sharp. Late-comers will not be given any extra time. You need not come in school uniform.

15) SCHOOL LETTER FOR RTA NOL CARD: Please note that parents wishing to avail the school letter for the RTA NOL card are requested to kindly send an email to Ms. Shirley on maryscol@emirates.net.ae The email subject should clearly state RTA NOL CARD LETTER and the email must reflect the child's full name and year group and section.

Example: Mike Treece, YEAR 8F.

16) SCHOOL TRANSCRIPTS: Please note that parents wishing to avail school transcripts must send an email to Ms. Shirley on maryscol@emirates.net.ae. The email subject should clearly state SCHOOL TRANSCRIPTS and the email must reflect the child's full name and year group and section.

Example: Mike Treece, YEAR 8F.

Please note that school transcripts require a minimum of two working weeks. Please keep this timeline in mind when you make a request.

17) POST-RESULT SERVICES:

- **FOR YEAR 13 OF THE LAST ACADEMIC YEAR:** Please note that a separate circular was sent to the SIMS Parent App as well as circulated among student groups. Please be informed that the last day to request an EAR/Re-evaluation was **30 August 2026.**
- **FOR YEAR 12 OF THE LAST ACADEMIC YEAR FOR ACCOUNTING AND LITERATURE (CONTINGENCY ROUTE):** Please be informed that the last day to request an EAR/Re-evaluation was **30 August 2026**.
- **FOR YEAR 11 OF THE LAST ACADEMIC YEAR:** Please be informed that the last day to request an EAR/Re-evaluation is **15 September 2026**.

18) PREDICTED GRADES POLICY FOR YEARS 12 & 13 : We would like to remind all parents and students to carefully go through this Policy that is available on our school website. The situation that unfolded over the last few years made many children realise, albeit too late the true value of being consistent with their study habits and not waiting until the last minute before exams to prepare and study. It is always best for every child to be **CONSISTENT AND**

HIGHLY REGULAR with their study and ensure that they maintain a good level of attainment across all their assessment opportunities and prepare as well as they can for their Board Examinations. This will also help them to achieve better predicted grades as every assessment and examination counts towards the calculation of the same. Please use this link to access the policy: https://www.stmarysdubai.com/wp-content/uploads/2026/09/Predicted-Grades-Policy-for-A-Level-Students-2026-2027.pdf

19) SUBJECT CHANGE POLICY, YEARS 9 TO 13: We would like to request all parents of children in these year groups to please go through the Subject Change Policy which is available in the Parents' Info section of the school website. Please use the following link to access the policy: https://www.stmarysdubai.com/wp-content/uploads/2026/09/Subject-Change-Policy-Updated-2026-2027-1.pdf

20) NO DISTRIBUTION OF ANY ITEMS (cakes/ candies/ chocolate/ and even non-edible items) FOR BIRTHDAY CELEBRATIONS: Parents are reminded that while the class would be happy to sing for your child on his/her birthday, there should be STRICTLY NO DISTRIBUTION of any food/ sweets or even non-edible items like small toys, etc on your child's birthday.

21) PARENTS TAKING PICTURES AND VIDEOS ON SCHOOL PREMISES: All Parents are reminded that taking pictures and videos of children on the premises is a strict violation of Child Protection Policies. We understand that as parents it is exciting to capture memories, but when other children are involved, it goes against all Child Protection Policies. We will do our best to send you all memories of various activities captured in school.

22) GATE ACCESS TO THE PREMISES: Parents are requested to kindly not use the church gates to access our premises for drop off and pick up. GATE 4 and GATE 5 are the school gates to be accessed.

23) STUDENT SCHOOL EMAIL ID: Your child's school email will be a focal point for our communication to you. **We will use a parent's email only to communicate outstanding fee or disciplinary issues.** The **CLASS GROUP EMAIL** is for the dissemination of information daily from the class teacher to the parents of this class and **we request parents not to write back to this address.** We recommend that every parent checks this email after 6:00 PM every day for

important updates. Please note that if there is something urgent then we might have to send a notification even after 6:00 PM, but we will keep this only for exigency situations.

24) SCHOOL FEE INFORMATION: Please find the link to the school fee circular here.
https://www.stmarysdubai.com/admission/khda-approved-fee/

25) APPROVED KHDA CALENDAR AND ATTENDANCE: Please find the link to the circular on the approved KHDA calendar here.
https://www.stmarysdubai.com/term-dates/

26) BOARD EXAMINATION FEES: We would like you to be informed well in advance that **PEARSON EDEXCEL LONDON BOARD EXAMINATION FEES** will be collected in the month of NOVEMBER 2026 for students in Years ELEVEN and THIRTEEN. We trust that this will help you to budget accordingly. You can check your KHDA Parent-School Ccontract for the BOARD EXAM FEE AMOUNT for each year group.

27) SCHOOL SNACK BOXES -FOODS THAT ARE PROHIBITED BY DUBAI MUNICIPALITY AND EDUCATION REGULATORS: Parents are requested to kindly make a careful note of the following banned foods that must not on any account be sent to school. These are the main categories of course. However, we always recommend sending a balanced and healthy snack with children. Please also send sufficient water with your child. Please note that water dispensers are available on the premises, but children should have AED 1/- coins for this purpose.

- **Processed meats (hotdogs, sausages, nuggets etc.)**
- **Instant Noodles (e.g. Indomie, Buldak, Koka etc)**
- **Hazelnut /Chocolaté Spread**
- **Chocolate Bars**
- **Sugary/Fizzy Drinks**
- **Any sort of Candy**
- **Deep-fried potato chips or crisps**

28)UNIFORM INFRACTIONS: Parents are hereby notified that we have been very disappointed with the large number of uniform infractions, especially among senior boys. ***These include very long and unruly hair of boys (kindly ensure that proper haircuts are undertaken this weekend) , long hair of girls untied, coloured and highlighted hair of girls (we have specifically reminded parents at the***

end of last year that this is strictly not allowed) , multiple ear piercings for girls, shorter than acceptable skirt lengths , long fingernails of both boys and girls. Your collaboration will be greatly appreciated to this end. Parents are requested to please check on your children before they leave home in the morning. Please refer to the uniform policy. Kindly access the policy using the link here:
https://www.stmarysdubai.com/wp-content/uploads/2025/10/Uniform-Policy-2025-2026.pdf
Please help us to ensure that the children wear their uniform neatly and have an overall dignified comportment.

29) GOOGLE CLASSROOM: Class teachers and subject teachers will be adding students to their respective Google Classrooms. Reference material, homework assignments, teaching and learning materials will be posted in Google Classroom, and this will continue to be of critical importance.

30) STUDENT ABSENCES MUST BE INFORMED BY PARENTS: All parents are requested to kindly inform the class teacher via email whenever a child is absent , even if it is just for one day. A simple email with the reason for the absence will suffice but is mandatory. Unaccounted absences will be marked as unjustified and will be reflected on students' progress reports.

31) PARENTS' WHATSAPP GROUPS : While a WhatsApp group maybe very useful for *sharing important information that can be very helpful – sometimes essential – for busy parents, it has increasingly been noticed that these groups seem to have become breeding grounds for gossip, Chinese whispers and criticism. We are noticing more and more that a personal experience of a child or a staff member has become fodder for public comment, and this has extended to even the very private medical information of children being openly discussed on parent groups.* There's a broader societal issue here. This is all very new to us adults. We must reflect on the example we're setting. We talk about what our children are doing online, but we don't reflect on our own behaviour; we don't have an agreed etiquette. We would like all parents , especially those in primary school to do some reflection on the unchecked chatter and quite often the vilifying of staff members in the parents' WhatsApp groups over the past year and ask yourself if that is truly helping you or rather creating unwanted stress. As a school, we would like you to reach out to the teachers or to Ms. Lise-Ann (in more urgent cases) rather than allow what could be one parent's opinion or perspective or misinterpretation in many cases, cloud the perspectives of all the rest. Let us try

not to micromanage the children but have more faith in their capacity for resilience and courage.

While we continue to encourage you to use emails as the official channels for communication, we would like to offer some useful guidelines for the ethical use of WhatsApp groups should parents still feel the need for them.

WhatsApp Groups can be used to share:

- **Reminders about deadlines, school activities, and events.**
- **Questions about school activities or special events e.g. what date the science project is due in, uniform or non-uniform day, when the deadline to pay for something is, etc.**
- **Important information already posted in a circular to help reach more parents e.g. alerts about sickness, school policies, etc.**
- **Information which can be useful to the other parents in the group e.g. where to buy costumes for dressing up days, ideas for projects, etc.**
- **A healthy sense of community.**
- **Relevant community notices e.g. road closures or new traffic lights in the local area, etc.**
-

We **STRONGLY discourage** the use of the WhatsApp groups to:

- **Gossip.**
- **Voice grievances.**
- **Share personal problems.**
- **Point out another child's behaviour.**
- **Discuss the work of teachers: if a parent has a concern regarding the teacher, that parent should speak with him or her directly.**
- **Raise individual concerns or complaints: if a parent has a particular concern or complaint regarding the school or any member of the Staff, that issue should be raised directly with the school.**
- **Share political or religious posts or discussions.**

32) URGENT QUERIES AND CONCERNS: If you have any urgent queries and concerns, kindly send an email to our Vice Principal , Ms. Lise-Ann on l.pinto-smchs@smgeducation.org and she will get back to you. Please include your telephone number in case she needs to call you.

We take this opportunity to wish each and every one of you a safe and happy weekend.

Yours sincerely

ST. MARY'S CATHOLIC HIGH SCHOOL
P.O. BOX 52232
DUBAI - U.A.E.

Mr. Paul Asir Joseph
(Principal)

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OUR REF : ..... TRN : 100259955100003

DATE: Friday, 11 September 2026

To: The Parents of students in YEARS 11, 12 AND 13
INTERNATIONAL UNIVERSITY FAIR

Dear Parents,

Greetings to you from St. Mary's Catholic High School! It is a pleasure to be able to once again invite you to join us in the Main Hall for **THE INTERNATIONAL UNIVERSITY FAIR** on **Tuesday, 22nd September 2026**. We have several international quality universities attending the Fair. We strongly encourage you to come and take advantage of this unique opportunity to meet with all the universities and speak to their representatives personally. Students from Years 11, 12 and 13 will be given slots to attend the fair. The details of the fair are as follows:

Students of Years 11, 12 and 13 kindly register in advance as required by the universities - A link will be shared by your class teachers.

Date: Tuesday 22nd September 2026
Venue: Main Hall, SMCHS
Time: 11:30 am – 1:30 pm

The following universities have confirmed their attendance. Please see overleaf.

Yours sincerely

ST. MARY'S CATHOLIC HIGH SCHOOL P.O. BOX 52232 DUBAI - U.A.E.

Mr. Paul Asir Joseph
(Principal)

S.No	Country	UNIVERSITY NAME
1	UK	ABERYSTWYTH UNIVERSITY
2	UK	QUEEN MARY UNIVERSITY OF LONDON
3	UK	UNIVERSITY OF STIRLING
4	UK	UNIVERSITY OF EXETER
5	UK	UNIVERSITY OF BIRMINGHAM
6	UK	UNIVERSITY OF DUNDEE
7	UK	MANCHESTER METROPOLITAN UNIVERSITY
8	UK	QUEEN'S UNIVERSITY BELFAST
9	UK	UNIVERSITY OF SHEFFIELD
10	UK	UNIVERSITY FOR THE CREATIVE ARTS
11	UK	UNIVERSITY OF BRISTOL
12	UK	NEWCASTLE UNIVERSITY
13	UK	KINGSTON UNIVERSITY LONDON
14	UK	UNIVERSITY OF ESSEX
15	UK	UNIVERSITY OF NOTTINGHAM
16	UK	UNIVERSITY OF LEICESTER
17	UK	BRUNEL UNIVERSITY OF LONDON
18	UK	ULSTER UNIVERSITY
19	CA	UNIVERSITY OF LETHBRIDGE
20	CA	BROCK UNIVERSITY
21	CA	UNIVERSITY OF ALBERTA
22	CA	KAPLAN INTERNATIONAL PATHWAY CANADA
23	CA	UNIVERSITY OF WINDSOR
24	CA	SHERIDAN COLLEGE
25	CA	CARLETON UNIVERSITY
26	CA	MCMASTER UNIVERSITY
27	CA	WILFRID LAURIER UNIVERSITY
28	CA	WESTERN UNIVERSITY
29	CA	SIMON FRASER UNIVERSITY
30	AU	MONASH UNIVERSITY
31	AU	STUDY MELBOURNE
32	AU	UNSW & UNSW COLLEGE
33	AU	Government of Western Australia
34	US	ST. GEORGE'S UNIVERSITY
35	US	ILLINOIS INSTITUTE OF TECHNOLOGY
36	US	UNIVERSITY OF CINCINNATI
37	IR	UNIVERSITY COLLEGE DUBLIN
38	IR	UNIVERSITY OF LIMERICK
39	UAE	HERIOT-WATT UNIVERSITY DUBAI
40	UAE	IDP Education

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OUR REF : ..... TRN : 100259955100003

DATE: Friday, 11 September 2026

To: Parents of YEAR 12 STUDENTS

PREDICTED GRADES AND PREDICTED GRADE POLICY.

Dear Parents,

Greetings from St. Mary's. We are writing to you to discuss an important concept of predicted grades as your child is on the cusp of pre-university decisions.

Predicted grades estimate a student's likely final result based on their academic performance during their GCE / IAL programme of study, playing a pivotal role in university applications. While crucial for conditional offers in the UK, they hold less weight in the USA, where a holistic review approach is preferred. In Europe, the importance of predicted grades varies by country and institution.

At Saint Mary's Catholic High School, we follow a Predicted Grade Policy that is data based and reflects student's actual academic performance. The school does not deviate from this policy when applications for predicted grades are made by students.

We believe it is critical that every parent of our Year 12 cohort takes time to carefully read this policy with your child and if you wish to have any further clarification , we are always here to talk to you face-to-face.

Please fill in the acknowledgement slip below and send it back with your child to give to their class teacher.

Yours sincerely,

ST. MARY'S CATHOLIC HIGH SCHOOL P.O. BOX 52232 DUBAI - U.A.E.

Mr. Paul Asir Joseph
(Principal)

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OUR REF : ..... TRN : 100259955100003

Friday, 11 September 2026.

To: Parents of students in Years 12 and 13

APPROVED CALCULATORS FOR THE A-LEVEL GCE/IAL PROGRAMME AND PEARSON EDEXCEL GCE/IAL EXAMINATIONS

Dear Parents,

Greetings from St. Mary's. As your child prepares for their upcoming General Certificate of Education (GCE) examinations, we want to ensure they have all the necessary tools to succeed.

The exam boards have strict regulations regarding the specific models of calculators permitted in the examination room. To comply with these rules and avoid any disqualification, the school requires all students to use an approved model.

GCE MATHEMATICS

We only recommend the following calculators for all GCE mathematics exams:

- ✓ **Casio fx-991EX ClassWiz (or the updated Casio fx-991CW)**

Why this specific model?

- ✓ **Exam Compliance:** It fully complies with all Joint Council for Qualifications (JCQ) and Pearson Edexcel regulations. It does not have symbolic algebra manipulation, language translators, or unauthorized communication features.
- ✓ **Advanced Features:** It includes advanced functions such as matrix calculations, probability distributions, and spreadsheet capabilities, which are essential for the current GCE syllabus.

ALL OTHER GCE SUBJECTS

We only recommend one of the following calculators for all other GCE/IAL subject exams.

- ✓ **Casio fx-991EX ClassWiz**
- ✓ **Casio fx-991CW**
- ✓ **Casio fx-991 ES Plus**

Rules for Exam Days:

- Students must bring their own calculator.
- The school **WILL NOT PROVIDE CALCULATORS.**
- Calculator covers, cases, or instruction leaflets are strictly forbidden in the Exam room.
- Students must know how to clear the calculator's memory before entering the Exam hall.
- Please ensure your child has this calculator as soon as possible so they can become fully comfortable using it during classwork and revision.

Yours sincerely,

Mr. Paul Asir Joseph
(Principal)

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OUR REF : ..... TRN : 104153998000003

DATE : Friday, 04 September 2026

To: Parents of ALL Students at Saint Mary's Catholic High School, Dubai

NO PHONE POLICY DURING THE WORKING DAY AT SCHOOL (Please read attached MOBILE PHONE POLICY)

Dear Parents,

Greetings from St. Mary's.

We are writing to you to discuss the policy about mobile phones, particularly after the recent ban on all MOBILE PHONES from the Ministry of Education in certain schools and their strong encouragement to Dubai private schools to adopt similar policies.

Parents and educators are consistently invested in the safety and well-being of our children. We would like to talk about the negative impact that the increasing presence of smart phones and social media is having on our children.

We can now find considerable data and evidence that clearly link early exposure to smartphones, digital devices and social media to mounting mental health issues among young people. Research into this area has found that children who avoid social media and smartphones in their formative years, experience better mental health, improved academic performance and stronger friendships.

While we may feel pressured as parents to provide these experiences to our children, we must ask ourselves the important question- Are we really adding value to their lives by prematurely exposing them to a digital world they are not emotionally mature enough to cope with ? Moreover, this brings another question – Are we further exposing them to the dangers of online predators and strangers in this digital world who pose a huge risk to our children?

Governments across the world are beginning to take action. The UAE Ministry of Education has completely banned smartphones from school premises. These major changes clearly reiterate what research has shown –young minds need time to develop before being exposed to the highly addictive nature of these technologies.

St. Mary's Catholic High school currently enforces a no-phone policy during the working day for Years 1-13. It is imperative that every child has a learning experience in school without the distraction of a mobile phone. At St. Mary's Catholic High School, we are of the firm belief that children should wait until at least age14 before owning a smartphone and age 16 before being exposed to social media. We also understand that technology has a place in modern life, but that must also go hand-in-hand with the emotional and psychological maturity to cope with the ramifications of the digital world.

There are alternatives- basic mobile phones that allow for calls and messages without the distraction of social media and unending notifications. We strongly encourage parents to explore these options while prioritising reading, real-world interactions, physical sports and meaningful family time.

Let us stand together as parents and educators to protect our children's well-being over social pressures. Let us help our children better build value system that are based on integrity, kindness and humility , while creating an environment where our children develop a keen sense of resilience, a sense of empathy towards others and grow up as skilled and creative individuals without the premature pressures of the digital world.

Yours sincerely,

Mr. Paul Asir Joseph
(Principal)

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P.O. BOX 52232
DUBAI - U.A.E.

الإمارات العربية المتحدة
وزارة التربية والتعليم

الميثاق الوطني للتعليم

The National Education Charter

Parents' Guide

Contents

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A Message to Families in the United Arab Emirates

الميثاق الوطني للتعليم

You Are Our Partners in Building the Future

Dear Parents,

You are your child's first teachers and lifelong role models.
Every family in the United Arab Emirates carries the responsibility of raising a generation that is confident in who they are, responsible in how they act, and ready for the future.

The National Education Charter is our shared commitment. It is a clear national framework that defines the values, character traits, and essential skills we want to grow in our children.

Home as a Learning Environment

What students learn at school becomes lasting when it is reinforced and practiced at home.

Modelling Values at Home

Daily habits and behaviour have the greatest influence on how a child›s identity, character, and values develop.

Open Communication

Discussing what students learn at school strengthens understanding and connects knowledge to real life.

Education and upbringing are shared responsibilities between the home, the school, and the community, to ensure a bright future for our children.

The Shared Partnership between Families and Schools

Families play a central role in reinforcing what the student learns and reflecting it through practical behavior that extends beyond the school environment. When students are given opportunities to take on responsibility within the family, participate in age-appropriate decisions, and express their opinions with confidence, their values and skills are strengthened in meaningful and practical ways.

How our roles work together to support student success

Student

Family

- Provides a stable and nurturing environment.
- Reinforces what the student learns at school.
- Has ongoing follow-up and effective communication with the school.
- Instills the values of discipline, initiative, and self-confidence

School

- Provides a safe and supportive learning environment
- Instills values and skills through curriculum and activities.
- Monitors students' academic and behavioral progress.
- Maintains continuous communication with the family.

The National Education Charter and Its Impact on Your Child's Journey

Your child's learning journey is shaped each day by the knowledge they gain, the values they develop, the skills they practice, and the real-world experiences they encounter. The National Education Charter guides this growth across its three core pillars: National Identity, Traits, and Skills. It aims to ensure that your child's learning journey is organized, integrated, and coherent across the education system.

What Will Your Child Experience at School?

With the Charter in place, your child will experience learning that is clearer in its goals and more consistent in its values. There will be a balanced focus on academic achievement and character development, along with opportunities to apply skills in practical ways and spaces for dialogue and reflection. Values and skills will be integrated into classroom activities and school life, becoming a natural part of the daily experience.

The National Education Charter

الميثاق الوطني للتعليم

Defines the Learner in the UAE Across Three Core Pillars

National Identity

- Loyalty & National Belonging
- Arabic Language
- Islamic Faith
- Integrity
- Generosity and Humility
- Respect and Kindness
- Resilience and Adaptability
- Initiative and Perseverance
- Extended Family

Traits

- Self-Regulation & Discipline
- Teamwork
- Self-Confidence
- Physical and Mental Wellbeing
- Cultural Awareness
- Lifelong Learning

Skills

- Critical Thinking
- Effective Communication
- Mastery of Artificial Intelligence
- Reading and Writing
- Creativity
- Numeracy Skills
- Financial Literacy

First Pillar: National Identity

الميثاق الوطني للتعليم

What Does National Identity Mean in the Context of the National Education Charter?

National identity refers to the values, principles, and ethics that shape the Emirati learner's character, anchoring them in their culture and heritage. It reflects a deep sense of belonging and pride, grounded in Arabic language, Islamic faith, integrity, generosity and humulity, respect and kindness, initiative and perseverance, and extended family.

Loyalty and National Belonging

Strengthening a sense of belonging and pride in Emirati identity

Arabic Language

Preserving the national language and linguistic heritage

Islamic Faith

Reinforcing Islamic values in behavior and daily conduct

Integrity

Honesty and transparency in all situations

Generosity and Humility

Fostering a spirit of generosity, service to others, and humility

Respect and Kindness

Building positive relationships with appreciation and care

Resilience and Adaptability

The ability to face challenges with confidence and composure

Initiative and Perseverance

Taking initiative and pursuing goals with determination

Extended Family

Strengthening family and community ties and maintaining strong bonds

Second Pillar: Traits

الميثاق الوطني للتعليم

What Do Traits Mean in the Context of the National Education Charter?

Traits are the personal and behavioral characteristics that a learner in the UAE is expected to demonstrate in their daily interactions, both inside and outside the school environment. They reflect students' personal and social maturity, and include self-regulation and discipline, teamwork, and self-confidence.

Self-Regulation and Discipline

Managing time and responsibilities independently

Teamwork

Collaboration and effective contribution within a group setting

Self-Confidence

Belief in one's abilities and confidence in self-expression

Physical and Mental Wellbeing

Caring for physical health and emotional wellbeing

Cultural Awareness

Appreciation of cultural diversity and openness to others

Lifelong Learning

Curiosity and continuous pursuit of knowledge

Third Pillar: Skills

الميثاق الوطني للتعليم

What Do Skills Mean in the Context of the National Education Charter?

Skills are the practical and cognitive competencies the learner in the UAE needs to succeed in a changing and evolving world. This includes critical and analytical thinking, effective communication, mastering artificial intelligence, reading and writing skills, creativity, numeracy skills, and financial literacy.

Critical Thinking

Analyzing information and forming sound, well-reasoned judgments.

Effective Communication

Clear expression and active listening across different contexts

Mastery of Artificial Intelligence

Using artificial intelligence effectively and responsibly

Reading and Writing

Proficiency in Arabic and English as tools for learning and expression

Creativity

Generating new ideas and solving problems in innovative ways

Numeracy Skills

Using mathematical concepts and tools to understand the world

Financial Literacy

Managing money wisely and making informed financial decisions.

How to Use This Guide

This guide is your companion during family outings and daily gatherings. It is designed to be simple and enjoyable.

The key elements of national identity, traits, and skills have been integrated into unified activities (as illustrated by icons) to ensure a holistic experience that connects character development with skill acquisition.

Instead of theoretical lessons, you will find interactive activities that integrate identity, traits, and skills into real-life situations, whether at home, in the majlis, at the market, or even during playtime.

01

Choose what suits you

There is no specific order. Open the page that aligns with the place or situation you are in (the majlis, living room, kitchen) and begin the activity.

02

Focus on the experience

The activities are built around dialogue and practical application, not writing and instructions.

03

Document and share the journey

Each activity results in a tangible output (a photo, note, or video) that your child can place in their “Charter Journey Record” to observe their growth. Share these outcomes with the school to document your child’s development and celebrate what you have achieved together.

The Charter Journey Record is a simple folder kept by the family to document activities and outcomes related to the Charter, with the aim of tracking the student’s growth in an organized way, without linking it to grades or evaluation.

Stations for Activating the Charter Within the Family Environment

The Charter can be applied across the various spaces and environments that families engage with, each presenting opportunities for values development.

Stations for Activating the Charter

01
Family Living Room
Discussions and Communication

02
Bedroom
Mental Health and Self-Awareness

03
Majlis
Identity and Values

04
Mosque
Reflection and Respect

05
Kitchen
Family Bonding and Dialogue

06
Car
Skills Development

07
Outside the Home
Health and Wellness

08
Digital Space
Responsibility and Integrity

01 Station One: In the Family Living Room

Station One: In the Family Living Room

Links to the Charter: National Identity Traits Skills

KG – Cycle 1

Arabic Treasure Hunt Game

Steps

Hide cards with Arabic words around the family living room.

Ask the child to find them and read them aloud.

Ask your child to use each word in a simple sentence.

Outputs

A set of collected word cards.

Arabic Language Lifelong Learning Reading & Writing

KG – Cycle 1

My Family Tree

Steps

Draw a simple diagram of the family tree together.

Write and read the names and nicknames of all family members.

Ask your child to choose a person from whom they can learn a specific value.

Outputs

A “Family Tree” Board

Extended Family Reading and Writing

Station One: In the Family Living Room

Links to the Charter: National Identity Traits Skills

KG – Cycle 1

Honesty Jar

Steps

Place a small box labeled “Honesty Jar.”

During the week, whenever your child acts with honesty and integrity, ask them to write down what they did and place the note in the jar.

At the end of the week, open the jar and reflect on the positive moments.

Outputs

The Honesty Jar

- Integrity
- Islamic Faith

Cycle 2-3

Every Decision Has a Cost

Steps

Present a realistic, difficult situation (for example: a friend asking for help during a test, or choosing between immediate fun and an important responsibility).

Discuss the available choices and the possible outcomes of each one.

Ask your child to explain and justify their choice.

Outputs

Discussion Title: “I Chose This Decision Because...” – clarifying the cost and the benefit.

Integrity Self-Regulation and Discipline Effective Communication

Station One: In the Family Living Room

Links to the Charter: National Identity Traits Skills

Our Home Charter

All Cycles

Steps

Hold a family meeting to agree on ethical rules that govern daily interactions in your home.

Write the charter in clear, motivating language (example: In our home, our values reflect our identity).

Have all family members sign it with a thumbprint and hang it somewhere visible in the house.

Outputs

"Our Family Charter" Poster

Respect and Kindness

Teamwork

- Effective Communication
- Reading and Writing

The Peaceful Solution

Cycle 2-3

Steps

When a disagreement occurs between siblings, assign one of them the role of a "neutral mediator."

Guide the child to use calm, respectful phrases (for example: "Let's hear each other out" or "We can work through this together")

Develop and sign a "Peace Agreement" document

Outputs

A "Peace Agreement" document

- Islamic Faith
- Resilience and Adaptability

- Self-Confidence
- Teamwork

Effective Communication

Station One: In the Family Living Room

Links to the Charter: National Identity Traits Skills

All Cycles

Charity Accounts

Steps

Ask your child to calculate "Zakah" amounts from their personal savings and estimate the impact of these amounts on those in need.

Encourage your child to use math skills and percentages to understand the impact of social investment on strengthening community bonds.

Outputs

A financial table showing savings amounts set aside for Zakah

Islamic Faith

Cultural Awareness

- Numeracy Skills
- Financial Literacy

Cycle 2-3

Challenge: "Solve a Problem in 7 Days"

Steps

Ask your child to choose a real problem at school or in the neighborhood (for example: traffic, food waste, etc.).

Encourage your child to design a simple solution that can be implemented within one week.

Outputs

A one-page report documenting the problem and the solution

- Loyalty and National Belonging
- Initiative and Perseverance

Self-Confidence

- Critical Thinking
- Creativity

Station One: In the Family Living Room

Links to the Charter: National Identity Traits Skills

"Outside the Comfort Zone" Challenge

All Cycles

Steps

Choose an activity your child has not tried before (a skill, a sport, etc.).

Encourage your child to commit to it for five days.

Ask your child to rate their level of adaptation out of 10.

Outputs

A self-assessment card and personal reflection.

- Resilience and Adaptability
- Initiative and Perseverance
- Self-Regulation and Discipline
- Physical and Mental Wellbeing

Design a National Campaign

Cycle 2-3

Steps

Ask your child to choose a positive behavior that reflects national belonging, such as respecting public property, volunteering, or protecting the environment.

Ask your child to design a simple campaign to promote this behavior (a slogan, a poster, or a short video idea).

Have your child present the campaign to the family and ask for their feedback.

Outputs

A poster or a short campaign presentation

- Loyalty and National Belonging
- Initiative and Perseverance
- Self-Confidence
- Effective Communication
- Creativity

Station One: In the Family Living Room

Links to the Charter: National Identity Traits Skills

Letters of Gratitude

All Cycles

Steps

Ask your child to choose one family member.

Invite them to write a handwritten message or record a short audio message in Arabic.

Help them deliver their message to the recipient.

Outputs

A sent message or audio recording

- Arabic Language
- Extended Family
- Respect and Kindness

- Effective Communication
- Reading and Writing

When I Put Others First

All Cycles

Steps

Choose a daily situation in the living room (for example: choosing a TV program, sharing sweets, giving up a favorite seat).

Ask your child to give preference to someone else in that situation.

Discuss the difference between giving in out of weakness and giving out of generosity and humility. Ask: How did you feel when you put others first?

Outputs

A small card titled: “I Put Others First Because...”

- Resilience and Adaptability
- Generosity and Humility
- Respect and Kindness

Self-Regulation and Discipline

02 Station Two: In the Bedroom

Station Two: In the Bedroom

Links to the Charter: National Identity Traits Skills

All Cycles

Smart Organization Challenge

Steps

Ask your child to reorganize their wardrobe in a way that makes daily clothing choices easier.

Discuss how organization affects their comfort and readiness each morning.

Help them set one personal organization rule to follow for a week.

Outputs

A before-and-after photo + a written personal rule

Self-Regulation and Discipline

Creativity

All Cycles

Daily Reflection

Steps

Before bedtime, ask your child to write three short sentences: something they learned today, a situation in which they behaved well, and something they will work on improving tomorrow.

Discuss with them how they can improve themselves through one small step each day.

Outputs

A “Daily Reflection Journal”

Integrity

- Self-Regulation and Discipline
- Lifelong Learning

- Effective Communication
- Critical Thinking

Station Two: In the Bedroom

Links to the Charter: National Identity Traits Skills

My Morning Routine

All Cycles

Steps

Help your child create a “Morning Routine” checklist that includes preparation tasks (for example: prayer, making the bed, etc.)

Ask them to check off each task daily without reminders.

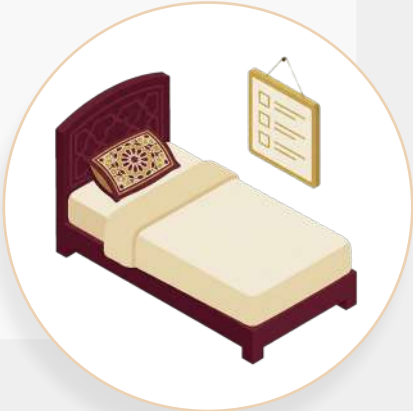
At the end of the week, reflect together on their level of commitment and what can be improved.

Outputs

A displayed and updated daily checklist

Initiative and Perseverance

Self-Regulation and Discipline



Letter to My Future Self

All Cycles

Steps

Ask your child to write a letter to themselves to be opened in one year, including one goal they want to achieve, one habit they want to maintain, and one behavior they want to improve.

Place the letter in an envelope and write the opening date on it.

Outputs

A sealed envelope labeled “Open in One Year.”

- Arabic Language
- Initiative and Perseverance

- Self-Confidence
- Lifelong Learning

Reading and Writing

Station Two: In the Bedroom

Links to the Charter: National Identity Traits Skills

My Expression Corner

All Cycles

Steps

Create a quiet corner in the room for free expression (a notebook, drawing board).

Ask your child to produce one piece of work that expresses themselves (drawing, writing, design).

Discuss their work without criticism and ask them to explain their idea clearly.

Outputs

An artwork or written piece displayed in the room

- Self-Confidence
- Lifelong Learning
- Effective Communication
- Creativity

The Courage Challenge

All Cycles

Steps

Ask your child to list seven tasks they usually hesitate to do (such as expressing an opinion in front of others, apologizing, asking for help, reading aloud clearly, participating in class, etc.)

Choose one situation each week and encourage them to approach it with courage.

Before bedtime, reflect together on what they learned from the experience.

Outputs

A “Courage Challenge” journal

- Resilience and Adaptability
- Initiative and Perseverance
- Self-Regulation and Discipline
- Self-Confidence
- Effective Communication
- Critical Thinking

Station Two: In the Bedroom

Links to the Charter: National Identity Traits Skills

KG - Cycle 1

My Story in the UAE

Steps

Ask your child to create a poster titled “My Story in the UAE” that includes: a word in Arabic they value, a national symbol, a value they are proud of, and a role model.

Under each element, ask them to write a short sentence explaining why they chose it.

Outputs

A personal identity poster displayed in the room

- Loyalty and National Belonging
- Arabic Language

Cultural Awareness

- Creativity
- Reading and Writing

All Cycles

The Reading Corner

Steps

Set up a reading space in the room with age-appropriate books.

Agree on a fixed daily reading time (15–20 minutes).

After finishing each book, ask your child to write three points: an idea they liked, a character they admired, and a value they learned.

Outputs

A monthly reading log

Arabic Language

- Lifelong learning
- Self-Regulation and Discipline

- Reading and writing
- Critical Thinking

03 Station Three: In the Majlis

Station Three: In the Majlis

Links to the Charter: National Identity Traits Skills

KG - Cycle 1

The Coffee Etiquette Challenge

Steps

Teach the child to greet guests (As-salamu alaykum) and shake hands with elders as a sign of respect.

Practice holding the "dallah" (coffee pot) with the left hand and offering the "Finjan" (coffee cup) with the right hand.

Guide the child to use appropriate welcoming phrases.

Discuss the meaning of the “gently shaking the Finjan" tradition to signal they've had enough.

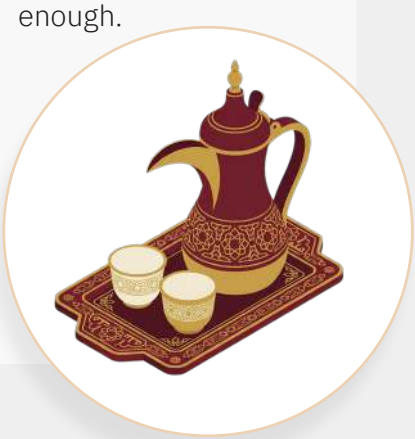
Outputs

A short video: "The Coffee Etiquette Challenge"

Generosity and Humility

Cultural Awareness

Effective Communication



Cycle 2, Cycle 3

Managing the Majlis

Steps

Assign the child to monitor the guest gathering and attend to guests› needs (coffee and water).

Teach polite responses to welcoming phrases (example: "Welcome, to our home”, “It’s a pleasure to have you here.")

Practice conversation etiquette by listening to elders and not interrupting.

Outputs

A "Majlis Etiquette" list

- Generosity and Humility
- Initiative and Perseverance
- Respect and Kindness

- Cultural Awareness
- Self-Confidence

Effective Communication

Station Three: In the Majlis

Links to the Charter: National Identity Traits Skills

A Conversation Across Generations

All Cycles

Steps

Ask your child to choose an elder from the family and ask them about a story or experience from their life (a value they learned, a challenge they faced, a childhood memory).

Guide them to listen attentively and ask clear, respectful questions.

Discuss together: What value can we learn from this story? And how do we apply it today?

Outputs

A documented family story

- Respect and Kindness
- Extended Family

Cultural Awareness

Effective Communication

My Voice in the Majlis

Cycle 2, Cycle 3

Steps

Dedicate a regular moment in the Majlis for your child to speak.

Ask them to prepare and present something meaningful (a national poem, a family story, something they learned).

Train them to speak clearly and confidently while maintaining eye contact.

Ask family members to share one strength and one suggestion for improvement.

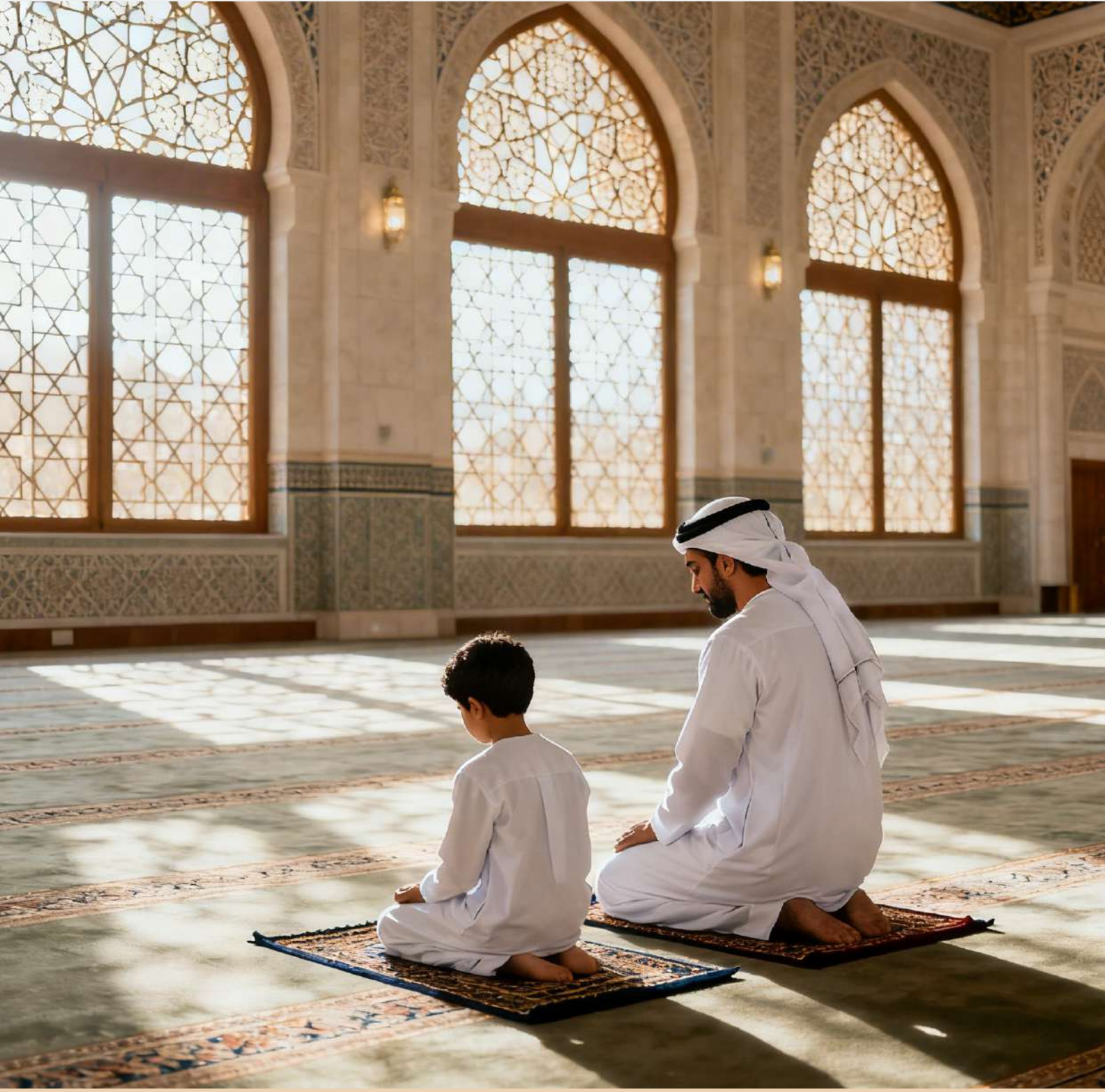
Outputs

A short recorded video saved in the “Family Majlis Archive.”

- Arabic Language
- Extended Family

Self-Confidence

Effective Communication



04 Station Four: At the Mosque

Station Four: At the Mosque

Links to the Charter: National Identity Traits Skills

Responsibility in the House of Allah

All Cycles

Steps

Ask your child to observe a positive behavior in the mosque (e.g., arranging Qur'ans, helping elderly worshippers).

Encourage them to carry out this initiative.

Discuss the impact of this behavior on others.

Outputs

Voluntary act

- Respect and Kindness
- Initiative and Perseverance

Self-Confidence

Mosque Etiquette

KG – Cycle 1

Steps

Teach your child to lower their voice and walk calmly when entering the mosque.

Help them learn to respect the space (placing the prayer mat properly, lining up correctly).

Discuss why the mosque is a special place that requires different behavior.

Outputs

"Mosque Etiquette" record

Islamic Faith

Self-Regulation and Discipline

Station Four: At the Mosque

Links to the Charter: National Identity Traits Skills

The Sermon Summary

All cycles

Steps

After the Friday sermon, ask your child to summarize the main idea in one or two sentences.

Discuss together how it can be applied in daily life.

Ask them, upon returning home, to explain the sermon topic to the family in their own words.

Outputs

A short video: "My Message After the Sermon"

Islamic Faith

- Self-Confidence
- Lifelong Learning

Effective Communication

A Conversation After the Adhan

KG – Cycle 1

Steps

Ask your child about the meaning of the Adhan and why it is repeated five times a day.

Discuss the concept of discipline in prayer and how it organizes our time throughout the day.

Ask them to choose a daily habit to commit to with the same punctuality as prayer times (such as bedtime, study time, tidying their room).

Outputs

A weekly tracking chart for the chosen habit

Islamic Faith

- Self-Regulation and Discipline
- Physical and Mental Wellbeing

05 Station Five: In the Kitchen

Station Five: In the Kitchen

Links to the Charter: National Identity Traits Skills

KG – Cycle 1

The Science Lab

Steps

Guide your child to observe how matter transforms while cooking (such as boiling an egg or melting ice).

Ask them "why" questions about changes in color and texture when food is exposed to heat or cold.

Ask them to draw these transformations and repot what changes they saw.

Outputs

A "Little Scientist" Report

Life-Long Learning

Critical Thinking

KG – Cycle 1

I Am the Organizer

Steps

Guide your child to sort the kitchen cupboard and arrange canned goods by expiry date (nearest first).

Encourage them to add clear organizational labels to reduce waste and make items easier to find.

Discuss the importance of "home organization" in preserving household resources and reducing waste.

Outputs

A kitchen inventory list

Islamic Faith

Self-Regulation and Discipline

- Reading and Writing
- Financial Literacy

Station Five: In the Kitchen

Links to the Charter: National Identity Traits Skills

Our Zero Waste Kitchen

Cycle 2-3

Steps

Guide your children to prepare a complete meal while committing to a "zero waste" policy.

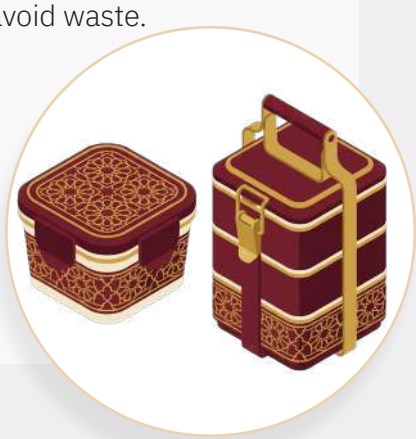
Encourage them to find ways to store and wrap leftover food appropriately for distribution to those in need.

Reflect together on the value of blessings and our shared responsibility, rooted in faith and national duty, to care for the earth's resources and avoid waste.

Outputs

A zero-waste kitchen report

- Loyalty and National Belonging
- Islamic Faith
- Respect and Kindness



Recipe from Our Heritage

All Cycles

Steps

With your child, choose a traditional Emirati dish together.

Ask your child to research the story behind the dish, its origins and ingredients.

While preparing the meal together, discuss how food reflects the identity of a community.

Outputs

A card introducing the dish and its story

- Loyalty and National Belonging
- Initiative and Perseverance

Cultural Awareness

Station Five: In the Kitchen

Links to the Charter: National Identity Traits Skills

KG – Cycle 1

The Cost of My Meal

Steps

Ask your child to choose their favorite dish and give them a specific budget for it.

Ask them to calculate the approximate cost of the ingredients.

Discuss the difference between "need" and "want" when shopping for the ingredients.

Outputs

A simple meal cost table

- Life-Long Learning
- Self-Regulation and Discipline

- Financial Literacy
- Numeracy Skills

All Cycles

Invent a Recipe

Steps

Show your child a limited number of ingredients you have at home.

Ask them to come up with a new dish idea using those ingredients.

Evaluate the idea together in terms of taste, appearance and nutritional value.

Outputs

A recipe written in your child's name

Resilience and Adaptability

- Self-Regulation and Discipline
- Self-Confidence

- Critical Thinking
- Creativity

Station Five: In the Kitchen

Links to the Charter: National Identity Traits Skills

A Meal with Love

All Cycles

Steps

Ask your child to choose a family member they would like to make happy.

Ask them to find out what is this person's favorite dish and prepare the meal together secretly, then surprise them with it.

Discuss afterwards: How did it feel to give something without expecting anything in return?

Outputs

A small card attached to the dish with a message of appreciation

- Generosity and Humility
- Initiative and Perseverance
- Extended Family

Teamwork

Cooking with AI

All Cycles

Steps

Ask your child to enter the ingredients you have at home into an AI tool and ask it to suggest a recipe idea.

Look at the suggestion together and discuss what works and what might need to be changed.

Adapt the recipe to suit your family's taste, then prepare it together.

Outputs

A written recipe titled "Our Family's Innovation"

Resilience and Adaptability

Teamwork

- Critical Thinking
- Creativity
- Mastery of Artificial Intelligence

06 Station Six: In the Car

Station Six: In the Car

Links to the Charter: National Identity Traits Skills

KG – Cycle 1

We Read the Road

Steps

Ask your child to read simple signs or words on road signs.

Discuss the meaning of the signs (school, hospital, exit, parking).

Ask them why these signs were placed there and what their purpose is.

Outputs

Photos of road signs

Life-Long Learning Reading and Writing

All Cycles

My Favourite Things

Steps

Take turns asking each other about your favorites, like your favorite food, restaurant, sport, color, or place to visit.

Everyone gives three reasons to back up their choice.

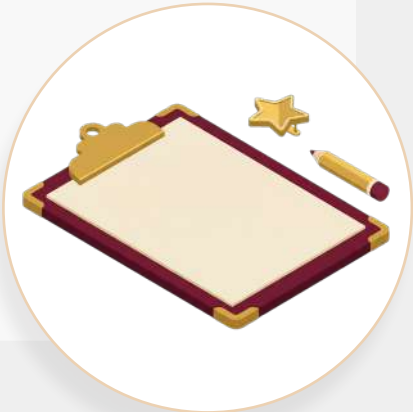
Notice how the same question can get completely different answers depending on who you ask and why.

Outputs

"My Favorites" list

Self-Confidence

- Effective Communication
- Critical Thinking



Station Six: In the Car

Links to the Charter: National Identity Traits Skills

KG – Cycle 1

Numbers Around Me

Steps

Ask your child to notice license plate numbers or speed limits on the road.

Ask them to add two numbers, compare two numbers, or form a larger number from them.

Ask: What would happen if the speed increased? And why were these numbers put there?

Outputs

A quick numbers challenge

- Effective Communication
- Critical Thinking
- Numeracy Skills

All Cycles

The Detour

Steps

If you are on the road and hit unexpected traffic or a closed road, use it as an opportunity to think out loud together.

Ask your child: what else can we do with this time? What other routes can we take?

Discuss how staying calm and adapting helps us make the most out of any situation.

Outputs

Proposed alternative solution

Resilience and Adaptability

Self-Confidence

- Effective Communication
- Critical Thinking

07 Station Seven: Outside the Home

Station Seven: Outside the Home

Links to the Charter: National Identity Traits Skills

Mindful Shopping

Cycles 2 - 3

Steps

While shopping, ask your child to choose two products in the same category that differ in price.

Discuss together: quality, country of manufacture, price, and whether the difference is justified.

Ask the child to make the final decision and justify it based on the discussion.

Outputs

An analytical discussion and recommendation

- Lifelong Learning
- Self-Confidence

- Financial Literacy
- Critical Thinking

My Mark on My Neighborhood

All Cycles

Steps

Encourage your child to spot a simple behavior that can improve the neighborhood (such as reducing energy consumption or keeping the park clean).

Encourage them to take initiative for positive change without waiting to be told, driven by their sense of community responsibility.

Discuss how the "environment" is a trust passed down from our ancestors that we will hand on to future generations.

Outputs

A "before and after" photo of the improved behavior

Loyalty and National Belonging

Initiative and Perseverance

Station Seven: Outside the Home

Links to the Charter: National Identity Traits Skills

Financial Intelligence

All Cycles

Steps

Give your child a set budget to purchase a specific item, letting them take full responsibility for comparing prices and quality.

Use the experience to open a conversation about the difference between "wants" and "needs"

Reflect together on the value of work and the effort that goes into earning and providing.

Outputs

A responsible spending habit

Self-Regulation and Discipline

- Financial Literacy
- Numeracy Skills

The Little Shopkeeper

KG – Cycle 1

Steps

Go to the store with your child and give them a small budget to buy a personal item.

Encourage them to independently count their change and verify its accuracy.

Encourage them to thank the shopkeeper with gratitude for the service they provide.

Outputs

A shopping receipt

Respect and Kindness

Self-Confidence

Numeracy Skills

Station Seven: Outside the Home

Links to the Charter: National Identity Traits Skills

All Cycles

A Mark of Kindness

Steps

Place a water bowl for birds on the home balcony or in the garden.

Observe the birds visiting and record their numbers daily.

Discuss how "compassion" is a core Emirati value.

Outputs

Photo diary of bird visits

- Respect and Kindness
- Islamic Faith

All Cycles

Activity Hour

Steps

Set aside time for physical activity outside the home (walking in the neighborhood, riding a bike, playing football in the park).

Discuss how physical activity affects mood, energy, and focus.

Agree on a weekly habit to maintain activity and movement.

Outputs

A weekly activity report

Initiative and Perseverance

- Self-Regulation and Discipline
- Physical and Mental Wellbeing

Station Seven: Outside the Home

Links to the Charter: National Identity Traits Skills

Our Family's Tour Guide

Cycle 2 - 3

Steps

Have your child choose a heritage landmark and research its history ahead of time.

Encourage them to walk the family through the history and significance of the place in their own words.

Record a short video highlighting why this landmark matters as a piece of national heritage.

Outputs

An "Our Tour Guide" video

Loyalty and National Belonging

- Self-Confidence
- Cultural Awareness

Effective Communication

Silent Minute Challenge

All Cycles

Steps

In a public place, ask your child to sit quietly for one minute and observe everything around them without using their phone.

Afterwards, ask them to share o details they noticed that they would not normally pay attention to.

Discuss: What changed in your observations when you focused? And how can that affect your behavior next time?

Outputs

A personal list of "5 Things I Noticed Today"

Self-Regulation and Discipline

Critical Thinking

08 Station Eight: In the Digital Space

Station Eight: In the Digital Space

Links to the Charter: National Identity Traits Skills

All Cycles

The Tech Expert

Steps

Ask your child to explain a feature on your phone you don›t know, or a learning platform they use at school.

Play the role of "student" and ask smart questions about how to protect privacy on the platform.

Praise their ability to simplify information and consider them the "tech expert" of the house.

Outputs

A video or report: "The Tech Expert"

- Lifelong Learning
- Self-Confidence

Effective Communication

Cycles 2 - 3

Smart Partnership

Steps

Ask your child to use an AI tool to help them with a project idea.

Discuss the difference between using AI as a tool and relying on it to do the work for you.

Ask them to edit the output by adding their personal opinion and verifying the accuracy of the information before adopting it.

Outputs

A before and after version of a project

Integrity

- Effective Communication,
- Critical Thinking
- Mastery of Artificial Intelligence

Station Eight: In the Digital Space

Links to the Charter: National Identity Traits Skills

My Words Are My Responsibility

All Cycles

Steps

Discuss with your child an example of bullying or a hurtful comment in an online game or chat group.

Ask them: What would you do if you saw this? How could you help?

Ask them to choose an appropriate response in a respectful manner that reflects their values.

Outputs

A personal commitment to responsible digital behavior

- Respect and Kindness
- Integrity

- Self-Regulation and Discipline
- Self-Confidence

- Reading and Writing
- Effective Communication

Our Digital Rules

KG – Cycle 1

Steps

Show your child different images (name, home address, personal photo, a game). Ask them to sort them into: "can be shared" and "cannot be shared."

Discuss why some information needs protection and agree on three safe device usage rules.

Outputs

An "Our Digital Rules" list

Self-Regulation and Discipline

- Effective Communication
- Mastery of Artificial Intelligence

Frequently Asked Questions

01 **Will the Charter be mandatory for schools?**

Yes, the National Education Charter serves as a guiding framework that reflects the core values and educational practices schools operate by.

02 **When will the Charter be implemented?**

The Charter will be activated gradually, starting with awareness and guidance activities, then progressively embedded within school systems over the coming academic years.

03 **Will the implementation of the Charter lead to changes in the curricula of subjects taught and assessed in schools?**

The Charter will not lead to immediate changes in school curricula, but it will be used as a foundation for future development and alignment.

04 **Does implementing the Charter require adding new classes or subjects?**

Implementing the Charter does not require adding new classes or subjects. Instead, it will be activated by embedding it into classroom practices, school activities, and the daily learning environment.

05 **Is the Charter linked to student assessment?**

The National Education Charter is not linked to grades or student performance assessments.

هـــيئـة الصـحـة بدبـي
DUBAI HEALTH AUTHORITY

Influenza

Fight Influenza,
it starts with you

What is seasonal influenza?

Seasonal influenza is an acute viral infection that spreads easily among humans in all age groups. It mainly affects the respiratory system, especially the nose, throat and lungs. It is transmitted by inhaling the droplets when coughing, sneezing or interacting with an infected person. It can also spread by touching surfaces or substances contaminated with the influenza virus and then touching the eyes, mouth or nose. The severity of infection ranges from mild to severe and can sometimes lead to death.

What are the symptoms of influenza?

- Sudden rise in body temperature
- Dry cough
- Feeling tired and fatigue
- Body ache and muscles pain
- Runny or blocked nose
- Sore throat
- Headache
- Vomiting or diarrhea, especially in children

What are the complications of influenza?

Most people with influenza recover within a few days to around two weeks, however, some people can develop complications such as:

- Pneumonia & bronchitis or bronchiolitis
- Inflammation of the ears or sinuses
- Further deterioration in the health condition of people with chronic disease that could become critical

How can you protect yourself from influenza?

The best way to prevent influenza and avoid serious complications is to get the influenza vaccine every year, other preventive measures recommended to reduce the spread of infection are:

- Washing the hands frequently with soap and water for at least 20 seconds
- Covering the nose and mouth with a tissue when sneezing and coughing
- Cleaning and disinfecting surfaces regularly and avoiding touching the eyes or mouth immediately after touching contaminated surfaces
- Avoiding contact with infected people

What is the influenza vaccine?

It is a vaccine that contains an inactivated virus (Ineffective in causing disease) that is once taken, triggers the immune system to produce antibodies to the virus, this may take up to two weeks, after which the body acquires immunity to protect itself against the seasonal influenza virus infection.

When should you get the influenza vaccine?

It is advisable to take the influenza vaccine once a year before the winter season, between September and October, but it is also possible to take the vaccine at any time until March to avoid getting the influenza viruses still circulating in the community.

Why do you need to vaccinate against influenza every year?

The influenza viruses are constantly exposed to multiple mutations, causing the virus to change its shape every year, and emerging new strains that deceive the human immune system. Therefore in order to keep pace with these changes, influenza vaccines are developed annually to suit the strains that spread every winter.

Who can take the Influenza vaccine?

Vaccination can be given to anyone 6 months or older, but the following groups are more likely to have Influenza complications and should be vaccinated:

- Children aged 6 months to 5 years
- Adults over 65 years of age
- Pregnant women at any stage of pregnancy
- People with a weakened immune system due to diseases or medications (such as cancer patients, people with HIV / AIDS and those taking immune-suppressant treatment)
- People with chronic diseases such as asthma / heart disease / diabetes / kidney and liver diseases
- Healthcare workers
- Travelers to Hajj and Umrah

What are the contraindications for taking the Influenza vaccine?

- Infants under the age of 6 months
- People who are allergic to any component of the vaccine, or who have had an allergic reaction to it in the past
- People with severe or mild symptoms, with or without fever

Is the Influenza vaccine safe?

The Influenza vaccine is a safe vaccination with minor side effects that can include:

- Mild pain, redness or swelling at the injection site
- Mild fever
- Sore throat
- Mild body aches

Where can you get the Influenza vaccine?

The Influenza vaccine is provided at all DHA primary healthcare centres and private healthcare providers

هيئة الصحة بدبي
DUBAI HEALTH AUTHORITY

الإنفلونزا

حارب الإنفلونزا،
وابدأ بنفسك

ما هي الإنفلونزا الموسمية؟

الإنفلونزا الموسمية هي عدوى فيروسية حادة تنتشر بسهولة بين الأفراد من كافة الفئات العمرية، تؤثر بشكل رئيسي على الجهاز التنفسي وخاصة الأنف والبلعوم والرئتين. تنتقل الإنفلونزا الموسمية عن طريق استنشاق الرذاذ المتطاير عند السعال أو العطس أو التحدُّث مع شخص مصاب، كما تنتقل عن طريق لمس الأسطح أو المواد الملوثة بفيروس الإنفلونزا ومن ثم لمس العين أو الفم أو الأنف. وتتراوح حدة الإصابة ما بين الخفيفة والشديدة وقد تؤدي أحياناً إلى الوفاة.

ماهي أعراض الإنفلونزا؟

- ارتفاع شديد ومفاجئ في درجة حرارة الجسم
- السعال الجاف
- الشعور بالتعب والإعياء
- آلام في الجسم والعضلات
- سيلان الأنف أو انسداده
- احتقان الحلق
- الصداع
- القيء أو الإسهال وخصوصاً عند الأطفال

ماهي مضاعفات الإنفلونزا؟

يتعافى معظم المصابين بالإنفلونزا في خلال بضعة أيام وقد تصل فترة التعافي في بعض الأحيان إلى أسبوعين، ولكن قد تتفاقم الحالة لدى البعض فيصابوا بالمضاعفات التالية:

- التهاب في الرئتين والشعب الهوائية
- التهاب الأذن أو الجيوب الأنفية
- تدهور الحالة الصحية لدى المصابين بالأمراض المزمنة إلى مراحل حرجة

كيف يمكنك وقاية نفسك من الإنفلونزا؟

إن الطريقة الأفضل للوقاية من الإنفلونزا ومضاعفاتها الخطيرة هي الحصول على تطعيم الإنفلونزا كل عام بالإضافة إلى الإجراءات الوقائية للحد من انتشار العدوى مثل:

- غسل اليدين جيداً بانتظام بالماء والصابون لمدة لا تقل عن 20 ثانية
- تغطية الأنف والفم باستخدام المنديل عند العطس أو السعال
- الحرص على تنظيف وتعقيم الأسطح بشكل منتظم وتجنب لمس العين أو الفم مباشرة بعد لمس الأسطح
- تجنب الاختلاط بالأشخاص المصابين

ما هو لقاح الإنفلونزا؟

لقاح الإنفلونزا هو عبارة عن لقاح يحتوي على فيروس مُعطل (غير فعال في التسبب بالمرض) وبعد أخذ اللقاح يقوم الجهاز المناعي بإنتاج الأجسام المضادة للفيروس والتي قد تستغرق أسبوعين، يكتسب بعدها الجسم المناعة الواقية من العدوى بفيروس الإنفلونزا الموسمية

متى يجب الحصول على تطعيم الإنفلونزا؟

يُنصح بأخذ لقاح الإنفلونزا مرة واحدة سنوياً قبل بداية موسم الشتاء ويفضّل أخذه في الفترة ما بين شهر سبتمبر وشهر أكتوبر ومن الممكن أخذ اللقاح في أي وقت طوال فصل الشتاء حتى شهر مارس للوقاية من فيروسات الإنفلونزا السارية والمنتشرة

لماذا نحتاج إلى تطعيم الإنفلونزا سنوياً؟

يرجع ذلك إلى أن فيروسات الإنفلونزا تتعرض باستمرار إلى الطفرات المتعددة التي تتسبب في تغيير شكل الفيروس وظهور سلالات جديدة بانتظام مما يمكنها من خداع الجهاز المناعي للإنسان، وعادة ما تحدث تلك الطفرات سنوياً، ولمواكبة هذه الطفرات تتغير لقاحات الإنفلونزا الموسمية سنويًّا لتتناسب مع السلالات الجديدة المنتشرة كل موسم شتاء

من الذي يمكنه أخذ تطعيم الإنفلونزا؟

يمكن إعطاء التطعيم لأي شخص يبلغ من العمر 6 أشهر أو أكثر ولكن تعتبر الفئات التالية أكثر عرضه للإصابة بمضاعفات الإنفلونزا ويجب عليهم أخذ اللقاح:

- الأطفال من سن 6 أشهر إلى 5 سنوات
- البالغون ممن تزيد أعمارهم عن 65 سنة
- النساء الحوامل في أي مرحلة من مراحل الحمل
- المصابون بضعف الجهاز المناعي (مثل مرضى السرطان ونقص المناعة المكتسبة ومرض الإيدز ومتلقي علاجات تضعف المناعة)
- المصابون بالأمراض المزمنة مثل: (أمراض الرئة والربو /أمراض القلب /مرض السكري/أمراض الكلى والكبد)
- العاملون في الرعاية الصحية
- الحجاج والمعتمرون

ماهي موانع أخذ لقاح الإنفلونزا؟

- الأطفال الذين تقل أعمارهم عن 6 أشهر
- الأشخاص الذين لديهم حساسية شديدة تجاه أي من مكونات اللقاح، أو الذين تعرضوا إلى حساسية شديدة بعد أخذ اللقاح مسبقاً
- الأشخاص الذين يعانون من أعراض مرضية شديدة أو متوسطة الشدة، سواء بوجود حمى أو بدون حمى

هل لقاح الإنفلونزا آمن ؟

يعتبر لقاح الإنفلونزا من التطعيمات الآمنة والآثار الجانبية للقاح الإنفلونزا بسيطة تتضمن:

- ألم واحمرار أو تورم بسيط في منطقة الحقن
- حمى خفيفة
- احتقان الحلق
- آلام خفيفة في الجسم

أين يمكنك الحصول على لقاح الإنفلونزا؟

يتم تقديم تطعيم الإنفلونزا في جميع مراكز الرعاية الصحية الأولية التابعة لهيئة الصحة بدبي بالإضافة إلى مراكز الرعاية الصحية في القطاع الخاص

ST. MARY'S *Catholic High School, Dubai*

Saintly Art Jam

2026-2027

LET YOUR CREATIVITY SHINE!

Years 1 - 4: Colouring Competition

- NO need to sign up.
- Picture will be provided.
- Materials allowed: Coloured pencils, markers, crayons.

Years 5 - 8: Art Competition

- Paper will be provided.
- Students should bring their own art materials.
- Only colouring materials are permissible. No mixed media artwork.

Year 5 Topic: "UAE - "A Greener Tommorrow"

Year 6 Topic: "UAE - "A Home For Humanity"

- Materials allowed: Coloured pencils, markers, crayons, oil pastels,
- *Water colour, acrylic colours, oil paint etc. will not be allowed.

Saintz

Art Jam

2026-2027

Year 7 Topic: "HIDDEN UAE"

Year 8 Topic: "SEVEN EMIRATES, ONE IDENTITY"

- Materials allowed: Coloured pencils, markers, crayons, oil pastels, water colour, acrylic paint, guache, etc.

Years 9 - 13: Topic: "UNITY IN DIVERSITY"

- Paper will be provided.
- Students should bring their own art materials.
- Materials allowed: Colored pencils, markers, crayons, oil pastels, gauche, water colours, acrylic colours etc.
- Mixed media artwork will not be accepted.

For **Years 1 - 9,** the competition will take place between 21st and 25th of September during their art lessons.

For **Years 10 - 13,** date of the competition will be intimated after registrations are completed.

EMIRATES AIRLINE FESTIVAL OF LITERATURE

مجموعة الفطيم
Al-Futtaim group

Award for Illustrated Words

Al-Futtaim Digital Storytelling Competition

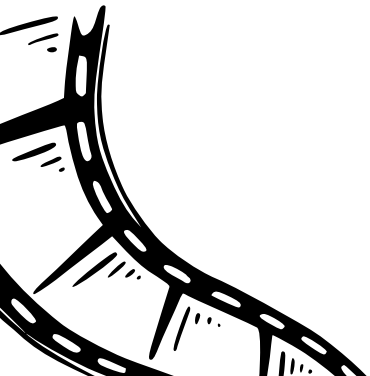
The Al Futtaim Illustrated Word Award opens participation to high school students (aged 14 to 18), to form teams of four students working together to produce a short film of two to three minutes, depicting a part of a book or poem.

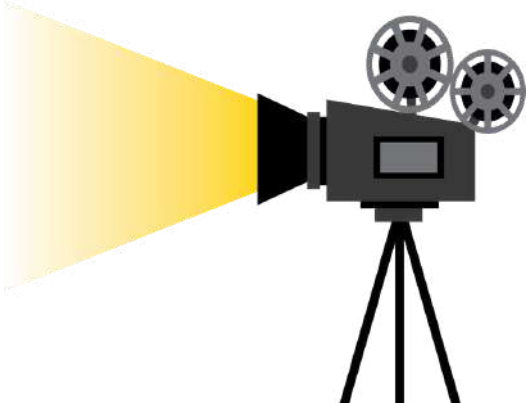
The competition focuses on showcasing artistic and creative abilities through the creative interpretation of literary works, offering participants a unique opportunity for teamwork and exploring new ways to express texts.

Please note: This competition only runs in Arabic.

For more details click **here**

Last date to submit: **2 March 2027**





EMIRATES AIRLINE FESTIVAL OF LITERATURE

Oxford University Press Story writing competition

The Oxford University Press Story Writing Competition 2027 by the Emirates Literature Foundation returns with a new theme: **Heroes**

This year, we are asking a simple question: what does a hero look like to you?

Heroes are not always found in stories or great adventures. They usually appear in small decisions, difficult choices, or simple acts of kindness.

As you start writing, don't feel like you have to define a hero in one way. Think about the many ways a hero can be and the stories that come from that.

We can't wait to meet the heroes you imagine and the worlds you build around them.

You can write your story in English or Arabic.

For more details click here for English and here for Arabic

Last date to submit: **10 December 2026**

EMIRATES AIRLINE FESTIVAL OF LITERATURE

Letter writing competition

There is something powerful about a handwritten letter – it is personal, it is brave, and it is uniquely yours. The key to a good letter is not only in the words and tone you use. It is also in the penmanship, the choice of paper, and most of all, the feeling it evokes in its recipient.

And this competition celebrates both the aesthetic of **handwriting** and that of a **well-crafted message.**

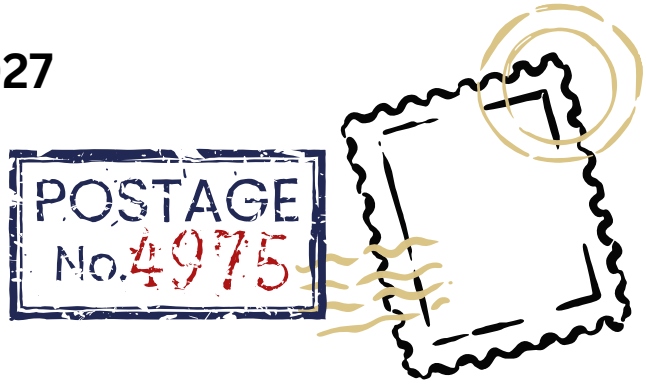
The Letter Writing Competition 2027 by the Emirates Literature Foundation returns with a new theme: **Heroes**.

Who would you write a letter to if you wanted to thank, honour, or better understand a hero? Your hero could be someone close to you, someone from history, or even a fictional character. They might have changed your life in a big way or simply left a lasting impact through a small act of kindness.

You can write your letter in English or Arabic.

For more details click here for English and here for Arabic

Last date to submit: **8 January 2027**



Letters Without Borders

GEMA International Letter Writing Competition 2026

Words have the power to connect hearts beyond all boundaries.

[Ages 7–18] [Global Participation] [Deadline: Sept 30, 2026]

Reviving the Timeless Art of Connection

In a highly digital world, a thoughtful handwritten letter remains the most powerful way to inspire empathy, gratitude, and global citizenship.

Inspire

Nurture the next generation of writers and changemakers.

Strengthen

Build critical storytelling and written communication skills.

Awaken

Encourage awareness of social, environmental, and global issues.

Connect

Build bridges of understanding across cultures and communities.

The 2026 Theme: Letters Without Borders

Write a letter that transcends boundaries—geographical, cultural, emotional, or social—to someone anywhere in the world.

Global Unity

Peace between nations, cultural exchange, and kindness beyond differences.

Hope for the Future

Voices of children shaping the future, dreams for a united world, and deep compassion.

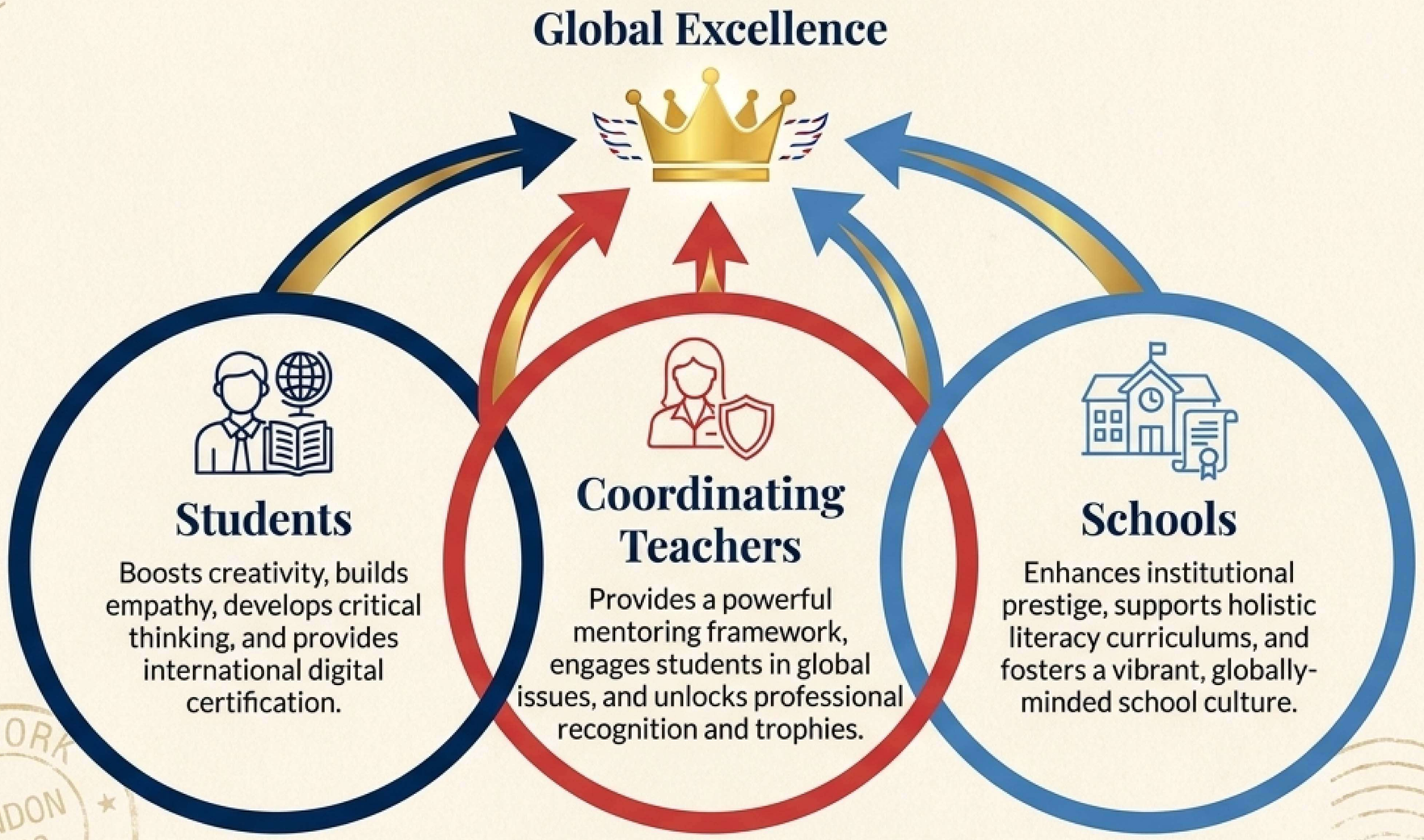
Humanity & Responsibility

Climate action, helping vulnerable populations, and human connection across cultures.

Creative Perspectives

A message to humanity, a story connecting generations, or an inspiration for positive change.

An Ecosystem of Impact



Tailored Tiers for Every Stage of Development

Category	Age Range	Core Focus	Writing Prompt Example	Key Judging Criteria
A	7–9 Years	Simple ideas & heartfelt emotions	Write to a child in another country about friendship.	Creativity, simple expression, warm emotions.
B	10–12 Years	Real-world awareness & personal impact	Share a story about solving a world problem together.	Thoughtful ideas, emotional connection, storytelling.
C	13–15 Years	Global awareness & thoughtful reflection	Reflect on breaking stereotypes or future visions.	Depth of thought, intellectual impact, personal voice.
D	16–18 Years	Deeper analysis & mature perspectives	Pen an open letter challenging social boundaries.	Powerful storytelling, emotional maturity, sophistication.

Shaping the Narrative: The Everyday Hero Approach

An effective strategy is writing to an inspiring figure, scaling the concept to the student's age.

Ages 7-9

Local Helpers

Parents, teachers, firefighters.

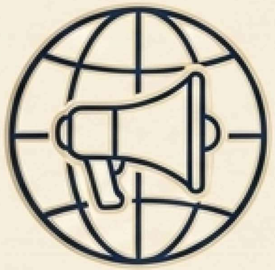
Focus: Gratitude, kindness, and immediate environment.

Ages 10-12

Community Leaders

Nurses, local volunteers.

Focus: Fairness, care, and small-scale solutions.



Ages 13-15

Movement Leaders

Activists, organizers.

Focus: Inspiring action, climate, and equality.

Ages 16-18

Global Figures

Human rights defenders, historical icons.

Focus: Advocating systemic change and global peace.

The Blueprint of Connection

Set the Intention

Imagine writing to someone in a different culture; explain why you are reaching out.

Building Bridges

Offer insights on respect, empathy, and listening.

Understand Diversity

Reflect on different customs, languages, and shared human values.

Personal Experience

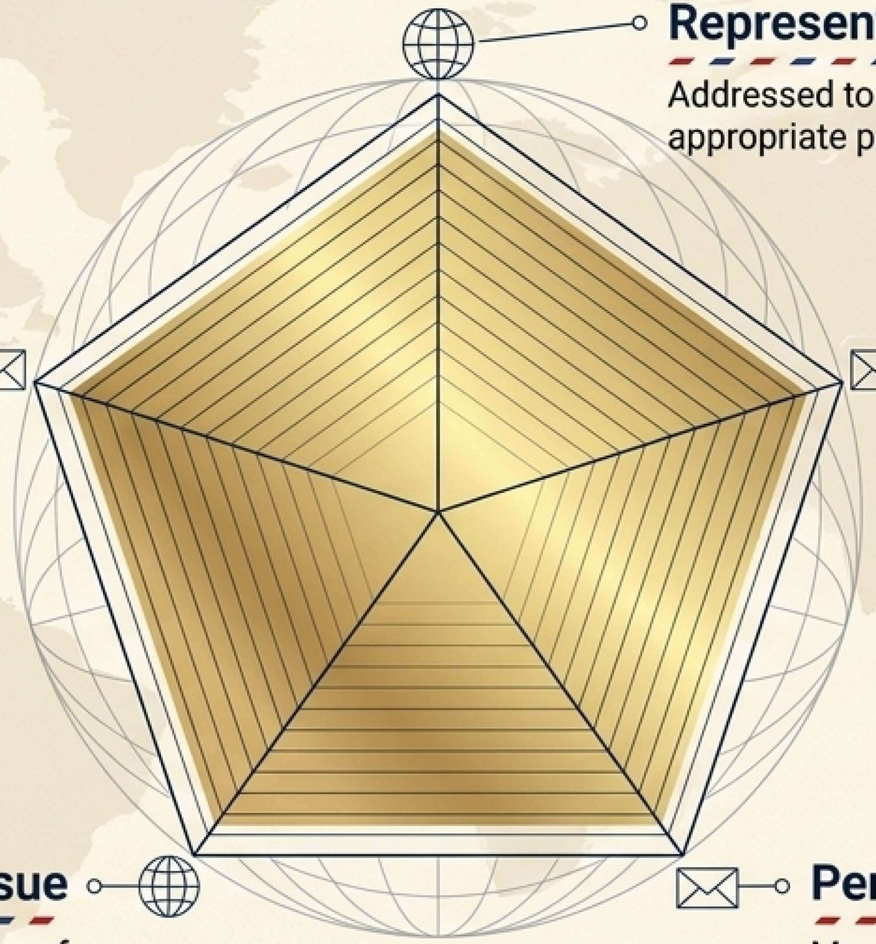
Share who you are and what your community looks like to build context.

The Call to Action

Close with a hopeful message about global friendship, followed by a signature.

What the International Jury Looks For

The anatomy of a Level 4 (Exceptional) submission



Representative Addressed

Addressed to a clearly identified, highly appropriate personal or public hero.

Use of News Story

Accurately summarizes and cites a relevant local/global event to support the issue.

Personal Connection

Meaningful, specific link between the global issue and the writer's community.

Explanation of Issue

Insightful, persuasive explanation of the systemic causes of the problem.

Call to Action

Persuasive, realistic recommendation appropriate to the hero's specific role.

Celebrating Global Voices

The Pinnacle

1st, 2nd, and 3rd Place Trophies
(Gold, Silver, Bronze)
+ **Winners' Certificates** per category

The Standard

A **Digital Certificate** awarded to
EVERY single participant

The Honors

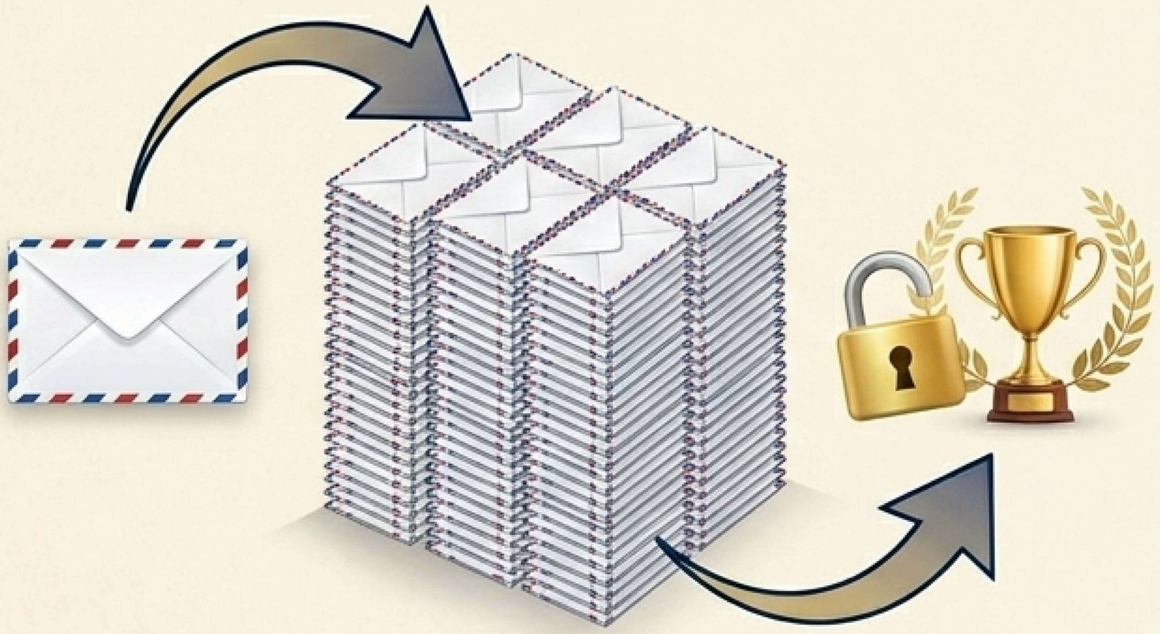
5 Appreciation Medals
awarded in each category

Global Visibility

Wide publicity for prize-winners and
their schools via the International Bureau

Institutional Impact: The 50+ Advantage

Schools submitting **50+ entries** unlock **exclusive institutional recognition** while completely removing individual registration friction.



- Custom **School-Level Winners** recognition.
- **Trophy & Certificate** awarded to the **Coordinating Teacher**.
- **Trophy & Certificate** awarded to the **Participating School**.
- **Frictionless payment:** Single-click bulk payment via combined link.
- **Simplified submission:** Attach all entries in a single email with no individual forms required.
  (contact@letterwritingcompetition.com)

Technical Submission Standards

Accepted Standards

- **Word limit**: Up to 1,000 words maximum.
- **Medium**: Handwritten (fountain pen, ink, or ballpoint) or Typed (Word Doc).
- **Paper**: Single side of an A4 sheet.
- **Artwork**: Doodles and border designs are allowed if they do not obscure text.

Strict Disqualifications

- Writing in pencil or colored pencils.
- Photographing the letter (It **MUST** be scanned clearly in PDF).
- Double-sided letters.
- Edits or replacements after the final submission.

The Submission Journey

Step 1: Create

Write or type the original letter adhering to the 1000-word limit and theme.

Step 2: Digitize

Scan the letter in color (PDF/Word). Take a clear, high-res photograph of the candidate (JPEG, 300dpi, 1MB+). Scan a valid student student ID proof (School ID, fee receipt, or passport).

Step 3: Register & Pay

Fill out the online portal form and pay the non-refundable entry fee of US$10 (via Stripe/Razorpay/PayPal). Save the receipt.

Step 4: Upload

Upload all four assets (Letter, Photo, ID, Receipt) to the online portal and submit. Only 1 entry per registrant.

Frictionless Filing (FAQ)

Tech Error: Server Reject

If you see this error, the Google Drive of your email is full. Delete files or use a new email address to log into Chrome.

Tech Error: System Admin

This means your browser is logged into an email that blocks external sharing (often school/work emails). Switch to a personal email.

Pen Names

Pen names are fully permitted for public credit. However, legal names are strictly required on the form for prize distribution.

Notifications

Winners are notified within 30 days of results. Prizes are shipped within 90 days. Non-winners will receive a status update email.

Mark Your Calendars

Main Deadline

September 30, 2026 (Midnight)
Note: Deadline officially extended due to global events.

Age Requirement

Strictly 7 to 18 years old at the time of entry.

Entry Fee

US$10 per entry (Non-refundable).

Make Every Word Count.

The world is ready to listen. Help your students cross borders, inspire hope, and remind humanity that we are more connected than divided.

Scan to Access the Portal & Register

Bulk Entries & Schools: Ms. Haya Abidi (+91-9953302157)
General Support: contact@letterwritingcompetition.com
Headquarters: GEMA, 20, Burj Gate Tower, Downtown, Dubai, UAE