



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

MOE MANDATORY SUBJECTS POLICY YEARS 1 TO 13

2026-2027



MOE MANDATORY SUBJECTS POLICY (YEARS 1 – 13)

1. INTRODUCTION

St. Mary's Catholic High School (SMCHS) is committed to providing a curriculum that celebrates the Arabic language, Islamic values and UAE culture. We believe these pillars are essential for our students to thrive as culturally aware citizens. As a long-standing partner in Dubai's education sector, SMCHS integrates these requirements to honour the heritage of our host nation while maintaining our high academic standards.



وزارة التربية والتعليم
MINISTRY OF EDUCATION

2. PURPOSE AND SCOPE

Purpose: The school ensures the equitable provision of all national subjects, guaranteeing that Arab, Non-Arab, Muslim and Non-Muslim learners receive their specific statutory entitlement. This framework is designed to foster a profound respect for national identity and ensure alignment with the cultural standards of UAE.

Scope: This policy applies to all students from Year 1 to Year 13. It governs the implementation of the following National Subjects as required by the KHDA and Ministry of Education.

3. STATUTORY SUBJECT ALIGNMENT

The school provides instruction in the following four areas, adjusted by student nationality and religion:

- a) **Islamic Education:** Delivered to all Muslim students (Arab and Non-Arab). Instruction follows MoE standards, provided in Arabic for Arab Nationals and English for Non-Arab Nationals.
- b) **Arabic Language:** A core requirement for all students. Arabic A (Native Speakers) follows MoE standards; Arabic B (Additional Language) follows the KHDA/MoE framework for non-native speakers.
- c) **National Social Studies (Arab & Emirati Nationals):** Delivered as a standalone subject following MoE standards. This ensures that the history, geography and civic values of the UAE are prioritized for all native-speaking students.

- d) **Moral Education (Arab & Emirati Nationals):** The school utilizes an integrated delivery model for Tarbiyah Akhlakiyah, aligned with MoE curriculum standards (Arabic Medium). This ensures that character-building and national values are synthesized across the wider curriculum for our Arab and Emirati cohorts.
- e) **Moral, Social & Cultural (MSC) Studies (Non-Arab Nationals):** This is delivered as a discrete, standalone subject following the MSC Standards framework. This structured approach guarantees that the specific social and cultural expectations for non-Arab learners are met through dedicated instructional time.

4. SUBJECT DELIVERY AND ALLOCATION

SMCHS is committed to delivering a curriculum that honours the linguistic, religious and cultural heritage of the United Arab Emirates. The following table outlines the Statutory Provision for all mandatory subjects as defined by the Ministry of Education (MoE) and KHDA. This allocation ensures that every student—regardless of nationality or religion—receives their full entitlement to the national curriculum standards, with specific pathways designed for both native and non-native learners.

Subject & Medium	Year Groups	Target Group	Standard	Minimum Requirement
Arabic A (Arabic)	1 – 13	Arab & Emirati	MoE Standards	Y1: 5 lessons
Arabic B	1 – 13	Non-Arab Nationals	KHDA Arabic B Framework	Y 2-6: 6 lessons Y 7: 5 lessons Y 8-13: 4 lessons
Islamic Education(Ar) (Arabic) (<i>Tarbiyah Islamiyah</i>)	1 – 13	Muslim (Arab & Emirati)	MoE Standards	Y 1-3: 3 lessons Y 4-13: 2 lessons
Islamic Ed. (Non-Ar.) (English)	1-13	Muslim (Non-Arab)	MoE Standards	Y 1-3: 3 lessons Y 4-13: 2 lessons
Moral Education (Arabic) (<i>Tarbiyah Akhlakiyah</i>)	2 – 13	Arab & Emirati	MoE Standards	1 Standalone Integrated
National Social Studies (Arabic) (<i>Addirasat Alijtimaeeyah</i>)	2 – 10	Arab & Emirati	MoE Standards	1 lesson
MSC Studies	2 – 10	Non-Arab Nationals	KHDA MSC Framework	2 lesson per week (Standalone)

5. ASSESSMENT, MONITORING AND REPORTING

A. **Progress Tracking:** Progress Tracking & The Learning Ladder: Attainment and progress in all National Subjects are systematically monitored through the Learning Ladder platform. This digital framework allows for:

- i. **Framework Alignment:** Assessments are mapped directly to the MoE Standards (for Arab/Emirati tracks) and the KHDA MSC/Arabic B Frameworks (for non-native tracks).
- ii. **Formative Insight:** Teachers use Learning Ladder to track "rungs" of achievement in real-time, providing a granular view of student progress in linguistic skills, Islamic jurisprudence and cultural understanding.
- iii. **Summative Consistency:** End-of-term examination data is integrated into the platform to provide a holistic "Ladder" of attainment, ensuring internal assessments remain aligned with the Ministry's unified assessment framework.

B. **Reporting:** Student performance in Arabic, Islamic Education, Social Studies and MSC/Moral Education is reported to parents three times per year. Reports clearly indicate the student's level of achievement against the relevant National Standard or KHDA Framework.



C. **Quality Assurance:** The Senior Leadership Team (SLT) and the Heads of Arabic/Islamic Departments conduct regular "Learning Walks," book looks and lesson observations to ensure that:

- i. **Arabic Medium** instruction is maintained for the relevant cohorts.
- ii. **Integrated Moral Education** is evidenced within the curriculum maps of core subjects.
- iii. **Standalone subjects** (Social Studies, Moral Education and MSC) meet the minimum time requirements consistently.

6. OPERATIONAL COMPLIANCE CHECKLIST

A. REGISTRAR & ADMISSIONS

- ☐ **Pathway Placement:** Verify Nationality (Arab/Emirati vs. Non-Arab) and Religion (Muslim vs. Non-Muslim) at point of entry.
- ☐ **Evidence:** All student profiles in the MIS system match statutory subject requirements for 2025-2026.

B. TIMETABLE COORDINATOR

- ☐ **Minute Allocation:** Ensure Year 1 meets the 430-minute Arabic model and Y2-13 meet minimum lesson counts.
- ☐ **Evidence:** Standalone periods for Social Studies and MSC are clearly labelled on all student and teacher schedules.

C. HEADS OF ARABIC & ISLAMIC DEPARTMENTS

- ☐ **Medium of Instruction:** Monitor that Arabic Medium instruction is strictly followed for all native/Ar. National tracks.
- ☐ **Evidence:** 100% of native-track lessons utilize MoE resources and are conducted in Arabic.

D. HEADS OF DEPARTMENT

- ☐ **Curriculum Mapping:** Ensure Moral Education (Tarbiyah Akhlakiyah) standards are integrated into non-core planning.
- ☐ **Evidence:** Mapping documents show specific links between core subjects and Moral Education standards.

E. CLASSROOM TEACHERS

- ☐ **Learning Ladder Management:** Regularly update progress "rungs" for National Subjects to ensure live data is available for Senior Leadership Team review.
- ☐ **Evidence:** Learning Ladder analytics show consistent teacher input and clear progress trajectories for both native and non-native cohorts.

7. CONCLUSION

As St. Mary's Catholic High School enters the 2025-2026 academic year, this policy serves as the foundation for our enhanced commitment to the UAE National Agenda. By formalizing the delivery of Arabic, Islamic Education, Social Studies and Moral Education, we ensure that every student's educational journey is rooted in the values of our host nation.

This first version of the MOE Mandatory Subjects & Early Years Provision Policy is a live document. We are dedicated to the continuous refinement of our teaching methodologies, the linguistic development of our native and non-native speakers and the deep integration of Emirati heritage into our school's DNA. Through rigorous monitoring and a shared responsibility among all stakeholders, SMCHS remains a steadfast partner in achieving the UAE's vision for a world-class, culturally grounded education.