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

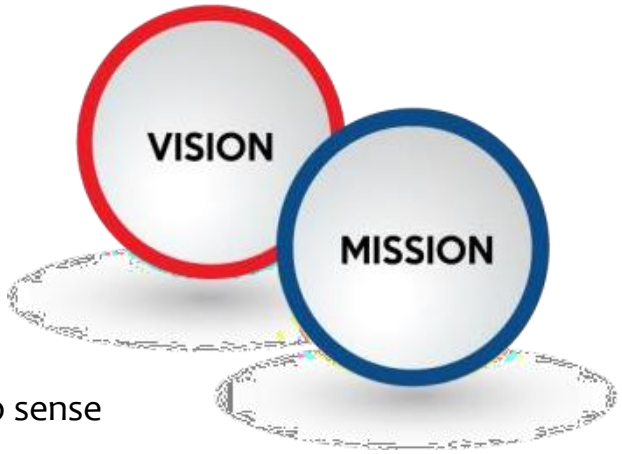
CURRICULUM POLICY

2026-2027

St. Mary's Catholic High School, Dubai

VISION:

We envision ourselves as a school community that consistently strives to develop highly independent learners who confidently showcase innovation through meaningful reflection and purposeful collaboration. We aim to achieve this by ensuring every teacher inspires students through effective questioning and feedback to reach their highest potential in a culturally diverse society.



MISSION STATEMENT

We serve with compassion to develop a deep sense of integrity, mutual respect and tolerance within the Marian family so that the uniqueness of each person is celebrated, allowing them to holistically develop as successful learners and responsible citizens.

St. Mary's is a learning environment where we ensure academic excellence by providing a high quality, affordable, and value-based education.

Our aim at St. Mary's is to meet the needs of young people and prepare them as responsible global citizens to meet the challenges of life in the 21st century.

The Educational Vision & Curriculum Design for St. Mary's recognizes that:

- The future will be very different to the world of today
- The pace of change is increasing, hence the importance for flexibility.
- People have, and will have increasingly, greater access to information and learning material independently of school.
- It promotes eight educational objectives of the UAE National Agenda.
- It promotes a culture of innovation, entrepreneurship and enterprising skills.
- It develops in every young person the knowledge, skills and understanding they will need for fulfilling the challenges of 21st century.

St. Mary's curriculum policy is based on the following aims, to:

- Have students at its heart, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation and personalization.
- Ensure all students will be able to exceed the national standards.
- Be committed to excellence and continuous improvement.
- Ensure specific curriculum modification or individualized planning to make the expected Level of progress from their starting point.
- Nurture the talents of all and celebrate success.
- Involve the community.
- Be in a learning environment that is above all else inspiring.

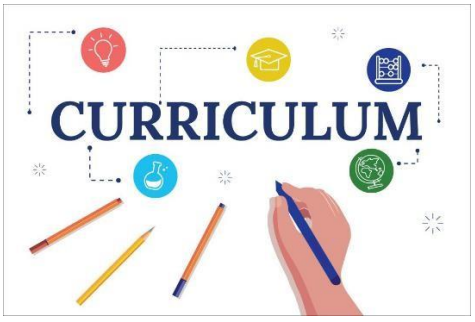
CURRICULUM

1. Curriculum aims

The curriculum should inspire and challenge all learners and prepare them for the future. St. Mary's Dubai aim is to develop a coherent curriculum that builds on people's experiences and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

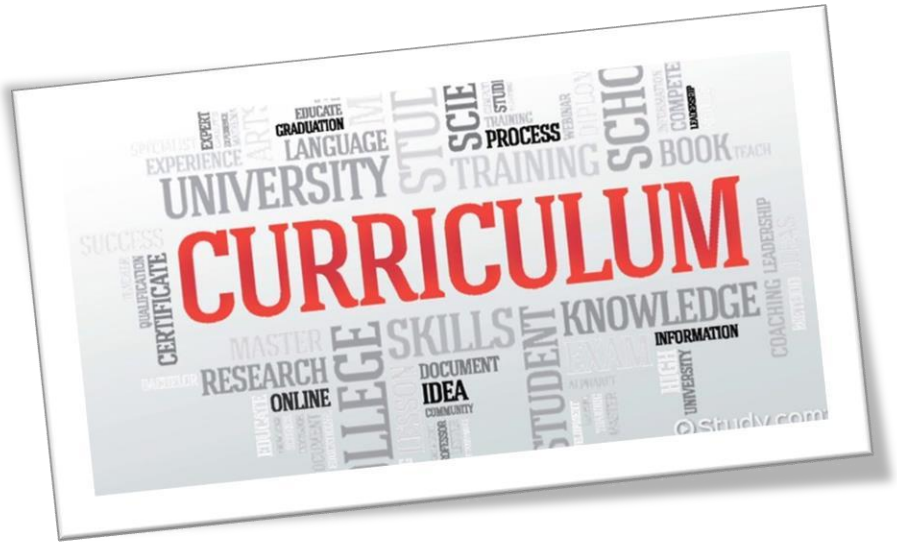
- achieve high standards and make good/excellent progress.
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- move towards enabling students to more easily progress based on ability not age and to be able to enter students for public examinations when they are ready rather than dictated by age.
- have and be able to use high quality personal, learning and thinking skills and become independent learners.
- have and be able to use high quality functional skills, including key literacy, numeracy and ICT capability.
- be challenged and stretched to achieve their potential.
- value their learning outside of the curriculum and relate to the curriculum being taught.
- be fully prepared for the next phase of education, within school and beyond.
- enhance students' transfer of learning between different subjects.



2. The curriculum outcomes

St. Mary's curriculum will:

- lead to world class qualifications that are of worth for employers and for entry to higher education.
- fulfil statutory UK, MOE and KHDA requirements.
- enable students to maximize their potential with the available resources.
- meet the needs of young people of all abilities at the school.
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- prepare students to make appropriate choices at the end of Year 8.
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within St. Mary's, Dubai and between phases of education, increasing students' choice.
- help students to use language and number effectively.
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help students understand the world in which they live.



3. Roles and responsibilities

The Principal will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of St. Mary's Dubai and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- the amount of time provided for teaching the curriculum is reviewed by Subject Leaders and approved by the governors' annually.
- the governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on statutory targets to make informed decisions.
- The governing body will ensure that it considers the advice of the principal when approving this curriculum policy and when setting statutory and non-statutory targets.
- progress towards annual statutory targets is monitored.
- detailed and up-to-date program of learning are in place for the delivery of courses.
- Long Term Plan and schemes of learning are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with Subject Leaders and Coordinators on a regular basis and that actions are taken where necessary to improve these.

Subject Leaders and Year Group coordinators will ensure that:

- long term planning is in place for all subjects. Program of study will be designed using St. Mary's template and will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Short term planning encourage progression at least in line with national standards.
- there is consistency in terms of curriculum delivery. Short term plan should be in place and be used by all staff delivering a particular subject.
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- they keep the Principal informed of proposed changes to curriculum delivery.
- all relevant information/data is shared with the stakeholder.
- Program of study are reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion with the performance data obtained from International Benchmarks.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- They keep the curriculum leader informed of Professional Development needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- ensure that the St. Marys' Dubai curriculum is implemented in accordance with this policy.
- keep up to date with developments in their subjects.
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.

Students will:

- be treated as partners in their learning, contributing to the design of the curriculum.
- have their individual needs addressed, both within St. Marys' and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive coordinated support/orientations to enable them to make the appropriate curriculum choices at the end of Year 8.

Parents will:

- be consulted about their children's learning and in planning their future education.
- be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.

4. Monitoring, evaluation and review

The governing body will receive an annual report from the principal on:

- the standards reached in each subject compared with international and national benchmarks.
- the standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with international and national benchmarks.
- the number of students for whom the curriculum was disapplied and the arrangements (IEP/IBP) which were made.

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Key stage 1 (Years 1 & 2)

Year 1:

Subject	Periods
ARABIC A & B	11
ENGLISH GUIDED READING	3
ENGLISH READING	3
ENGLISH WRITING	4
MATHS	5
SCIENCE	3
ISLAMIC STUDIES A & B / VALUE EDUCATION / CITIZENSHIP	3
ART & DESIGN	1
ARABIC ENRICHMENT THROUGH ACTIVITY	1
ARABIC ENRICHMENT THROUGH MUSIC	1
SPORTS	2
ARABIC ENRICHMENT THROUGH CLASS TIME	1
PSHE	1
CLASS TEACHER'S & WELL-BEING SESSION	1
ARABIC GUIDED READING	1

Year 2:

Subject	Periods
ARABIC A & B	5
ENGLISH GUIDED READING	2
ENGLISH READING	3
ENGLISH WRITING	4
HISTORY	1
MATHS	6
SCIENCE	4
COMPUTING	1
MORAL EDUCATION – A / SOCIAL STUDIES - A / MSC – B	2
PSHE	1
ISLAMIC STUDIES A & B / VALUE EDUCATION / CITIZENSHIP	3
ART & DESIGN	2
MUSIC	1
SPORTS	2
ACTIVITY	2
CLASS TEACHER'S & WELL-BEING SESSION	1
ARABIC GUIDED READING	1

Key Stage 2:

Year 3

Subject	Periods
ARABIC A & B	5
ENGLISH GUIDED READING	2
ENGLISH READING	3
ENGLISH WRITING	3
GEOGRAPHY	1
HISTORY	2
MATHS	6
SCIENCE	3
COMPUTING	1
MORAL EDUCATION – A / SOCIAL STUDIES - A / MSC – B	2
PSHE	1
ISLAMIC STUDIES A & B / VALUE EDUCATION / CITIZENSHIP	3
ART & DESIGN	2
MUSIC	1
ACTIVITY	1
SPORTS	2
FRENCH	1
CLASS TEACHER'S & WELL-BEING SESSION	1
ARABIC GUIDED READING	1

Year 4:

Subject	Periods
ARABIC A & B	5
ENGLISH LANGUAGE	5
ENGLISH LITERATURE	3
FRENCH	1
GEOGRAPHY	1
HISTORY	2
MATHS	6
SCIENCE	3
COMPUTING	1
MORAL EDUCATION – A / SOCIAL STUDIES - A / MSC – B	2
ISLAMIC STUDIES A & B / VALUE EDUCATION / CITIZENSHIP	3
ART & DESIGN	2
MUSIC	1
SPORTS	2
LIBRARY	1
ACTIVITY	1
CLASS TEACHER'S & WELL-BEING SESSION	1
ARABIC GUIDED READING	1

Year 5:

Subject	Periods
ARABIC A & B	6
ENGLISH LANGUAGE	5
ENGLISH LITERATURE	3
FRENCH	2
GEOGRAPHY	1
HISTORY	2
MATHS	5
SCIENCE	4
COMPUTING	1
MORAL EDUCATION – A / SOCIAL STUDIES - A / MSC – B	2
ISLAMIC STUDIES A & B / VALUE EDUCATION / CITIZENSHIP	2
ART & DESIGN	2
ACTIVITY	1
SPORTS	2
MUSIC	1
LIBRARY	1
CLASS TEACHER'S & WELL-BEING SESSION	1

Year 6:

Subject	Periods
ARABIC A & B	6
ENGLISH LANGUAGE	5
ENGLISH LITERATURE	3
FRENCH	2
GEOGRAPHY	1
HISTORY	2
MATHS	5
SCIENCE	4
COMPUTING	2
MORAL EDUCATION – A / SOCIAL STUDIES - A / MSC – B	2
ISLAMIC STUDIES A & B / VALUE EDUCATION / CITIZENSHIP	2
ART & DESIGN	2
SPORTS	2
MUSIC	1
LIBRARY	1
CLASS TEACHER'S & WELL-BEING SESSION	1

Key Stage 3:

Year 7:

Subject	Periods
ARABIC A & B	5
ENGLISH LANGUAGE	5
ENGLISH LITERATURE	4
FRENCH	2
GEOGRAPHY	1
HISTORY	2
MATHS	5
SCIENCE	4
COMPUTING	2
MORAL EDUCATION – A / SOCIAL STUDIES - A / MSC – B	2
ISLAMIC STUDIES A & B / VALUE EDUCATION / CITIZENSHIP	2
ART & DESIGN	2
ACTIVITY	1
SPORTS	2
LIBRARY	1
CLASS TEACHER'S & WELL-BEING SESSION	1

Year 8:

Subject	Periods
ARABIC A & B	4
ENGLISH LANGUAGE	5
ENGLISH LITERATURE	4
FRENCH	2
GEOGRAPHY	2
HISTORY	2
MATHS	5
SCIENCE	4
COMPUTING	2
MORAL EDUCATION – A / SOCIAL STUDIES - A / MSC – B	2
ISLAMIC STUDIES A & B / VALUE EDUCATION / CITIZENSHIP	2
ART & DESIGN	2
ACTIVITY	1
SPORTS	2
LIBRARY	1
CLASS TEACHER'S & WELL-BEING SESSION	1

Year 9:

Subject	Periods
ARABIC A & B	4
ENGLISH LANGUAGE	5
ENGLISH LITERATURE	2
HISTORY	2
MATHS	6
BIOLOGY	3
CHEMISTRY	3
PHYSICS	3
ACCOUNTING	3
ECOMONICS	3
GEOGRAPHY	1
BUSINESS	3
ICT / COMPUTER SCIENCE	4
ISLAMIC STUDIES A & B / VALUE EDUCATION / PSYCHOLOGY	3
ART & DESIGN	2
SPORTS	1
MORAL EDUCATION – A / SOCIAL STUDIES - A / MSC – B	2

Key Stage 4:

Year 10:

Subject	Periods
ARABIC A & B	4
ENGLISH LANGUAGE	5
ENGLISH LITERATURE	4
HISTORY	4
MATHS	6
BIOLOGY	4
CHEMISTRY	4
PHYSICS	4
ACCOUNTING	4
ECOMONICS	4
BUSINESS	4
ICT / COMPUTER SCIENCE	4
ISLAMIC STUDIES A & B / VALUE EDUCATION / PSYCHOLOGY	2
ART & DESIGN	4
SPORTS	1
MORAL EDUCATION – A / SOCIAL STUDIES - A / MSC – B	2
CLASS TEACHER'S & WELL-BEING SESSION	1
PSYCHOLOGY	4

Year 11:

Subject	Periods
ARABIC - A / ARABIC - B / SUPERVISED STUDY	4
ENGLISH LANGUAGE	4
ENGLISH LITERATURE	4
HISTORY	4
MATHS	5
BIOLOGY	5
CHEMISTRY	5
PHYSICS	5
ACCOUNTING	5
ECOMONICS	5
BUSINESS	5
ICT / COMPUTER SCIENCE	4
ISLAMIC STUDIES A + B / VALUE EDUCATION / PSYCHOLOGY	3
ART & DESIGN	4
MORAL EDUCATION – A	1
SPORTS	1
PSYCHOLOGY	4

Post 16: Year 12:

Subject	Periods
ARABIC - A	4
ACCOUNTING	6
BUSINESS	6
ECONOMICS	6
BIOLOGY	6
CHEMISTRY	6
PHYSICS	6
MATHEMATICS	6
PSYCHOLOGY	6
ISLAMIC STUDIES - A	3
SPORTS	1
MORAL EDUCATION - A	1
ENGLISH LITERATURE	6
ISLAMIC STUDIES	3
COMPUTER SCIENCE	6

Year 13:

Subject	Periods
ACCOUNTING	6
BUSINESS	6
ECONOMICS	6
BIOLOGY	6
CHEMISTRY	6
PHYSICS	6
MATHEMATICS	6
PSYCHOLOGY	6
ENGLISH LITERATURE	6
SPORTS	1
MORAL EDUCATION - A	1
ISLAMIC STUDIES - A	3
ARABIC - A	4



Review Date :	September 2026
Next Review Date:	August 2027