Curriculum Policy 2026 - 2027

PACE
MODERN BRITISH SCHOOL
DUBAI, UAE

This policy includes the guidelines and an overview of the curriculum of the school.

Greater details will be found in each specific department and year group handbook and schemes of work.

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"Curriculum should help children make deeper and fuller understanding of their own experience" (Lilian Katz).

PACE GROUP
Education Empowers

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Context

At PACE Modern British School, the overall curriculum incorporates and celebrates everything that takes place that is organised and promoted by the school. It includes every experience the student is exposed to. We are committed to offering a stimulating and challenging curriculum and strive for academic excellence in a well-disciplined, friendly and supportive community of over 30 nationalities which encourages all to succeed. We believe that if students feel happy and secure they will flourish and grow as individuals.

In the drive for this excellence, we are determined on our commitment to harness each child's curiosity, using real life examples in our teaching and interactions, to ensure that all make exceptional progress. Through the eyes of the child, the world comes alive through this enquiry based learning approach. Children are often taught outside of their classrooms through hands-on investigations around the school and in the wider UAE community and overall, learning in our school transcends individual subjects. We are confident that our passion for and commitment to learning instils the highest aspirations for all in our school community.

We encourage our children to think and to question, equipping them with the skills that they will need to enjoy a successful future in a growing competitively challenging world. We will encourage and support the aspirations of our children and our families, and in time we are committed to taking our young people to the entrance hallways of some of the most prestigious universities around the world.

Enrichment is an Entitlement at PACE MBS

The learning experience does not begin and end in the traditional setting of the classroom. We thrive to ensure that the PACE MBS Way is as varied, diverse and interesting as possible, introducing students to many different facets of life.

As an integral part of our curriculum, our children are invited to spend up to four hours per week broadening their knowledge and skills. We encourage students to build both on current talents and work on developing new ones by choosing a balanced range of activities from those on offer. The PACE MBS Passport encourages students to develop a set of skills and values which, when combined with their academic and enrichment skills, will equip them for life.

In addition we will comply with the requirements of the regulatory educational body in terms of subjects,

their delivery and allocation or hours in the curriculum model.

FOUNDATION STAGE

FS1 and FS2 (Ages 3 - 4)

We understand the importance of providing a great start to a child's education, igniting their passion for learning as they grow.

PACE MBS offers an academic but fun, stimulating and caring environment, ensuring each child's safety as they develop the confidence needed to take on new challenges. We recognise that each child is uniquely talented. Our goal is to encourage them to achieve their full potential across a wide range of activities, developing new talents as well as stretching the things that they are already good at.

In our Foundation Stage, dedicated teachers encourage and promote 'active' learning throughout all the areas of the Early Years Foundation Stage Curriculum (EYFS), celebrating each child's achievements and preparing them for a smooth and happy transition into the Primary School.

The curriculum sets out what most children are expected to achieve by the end of the Foundation Stage. It is organised in seven areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Knowledge and Understanding of the World
- Expressive Arts and Design

Teachers encourage and extend each child's natural curiosity and enthusiasm as they build their range of skills. Children will learn in groups, pairs and individually across an array of different activities as we discover their learning styles and preferences. Digital Technology is woven seamlessly into the lessons, ensuring that all children are confident interacting with technology as a learning tool.

Language development is a core skill at this stage. Children will be encouraged to communicate their ideas using an increasing range of words and structures across a diverse range of themes.

The delivery of Arabic Language is a new and core part of the Foundation Stage curriculum this academic

year, as we introduce children to the rich tapestry of this most important of languages. Touching upon the key elements of the Moral Education and Social Studies curriculum frameworks, we promote an understanding of the Arab world and our UAE community.

PRIMARY SCHOOL

Year 1 to Year 4 (Ages 5-8)

As our children transition from Foundation Stage to the Primary School, we will introduce greater structure and formality to their school day.

Subject Specialists and Class Teacher, will stretch each child's thinking, developing their abilities to observe, question and engage in investigative work across all curriculum areas.

As they learn to make decisions and seek greater independence in their learning, we will continue to stretch the range of challenges that they are exposed to. They will be encouraged to explore key topics across the subject areas, building their depth of understanding. Our contextual teaching style will enable students to connect their learning to the real world, making learning come alive and ensuring that the skills that they have gained are not forgotten in the months and years ahead.

Language proficiency is a priority at PACE MBS. As part of an international community, we see the learning of languages as a core deliverable. We will ensure that every child leaves PACE MBS with an improved fluency and an access unparalleled in any primary school setting across the world.

From Year 1, there is extensive specialist teacher provision which is a unique feature of the curriculum construct. This includes specialist lessons in Art, PE, Computer Science and Languages. Specialist Maths and English provision is also made through class setting and intervention for those with learning challenges and those who are especially gifted in these areas.

Year 5 and Year 6 (Ages 9-10)

During the upper years of our Primary School, your child will continue to be encouraged and challenged within a more rigorous academic framework. In addition to the specialist classes already provided, we now introduce Drama as a discrete and specialist subject as well as Humanities to compliment the International Primary Curriculum. Our aim is to connect thoughts and learning to the real world in which our children live.

SECONDARY SCHOOL

(Ages 11-18)

Our secondary curriculum will provide an all-round education, combining academic excellence with a wealth of enrichment opportunities. It has been designed to develop independent learning, resilience and confidence and our belief is that it will provide our students with immediate advantages in gaining places in top universities and, later on, in the workplace.

The broad and balanced curriculum approach will continue to Year 9 in line with the National Curriculum for England, after which the students will be supported as they make their GCSE / IGCSE course choices and become more specialized. Alongside the academic programme, we offer a full Enrichment programme and students are encouraged to engage in sporting, creative and community-based activities. Designed to explore future careers as well as stretching natural talents, the secondary enrichment courses inspire, challenge and engage our students.

In Years 12 and 13, we intend to offer either the broad-based International Baccalaureate Diploma or more specialised A Levels. Our team of Tutors, Advisors and Counsellors are available to both our students and our parents who will guide students through these choices. Though only open to Year 8 at present, these specialist staff are already part of our PACE MBS staff team as we believe that such focus and aspiration does not begin in the Sixth Form, but far earlier in the life of the student school journey.

We believe that with the right support, teaching and guidance, our students will graduate from PACE MBS and take their place at the world's top universities. We are confident that they will be courageous leaders, compassionate supporters and excellent decision makers, ready to make a difference on the global stage.

Who was consulted?

In drafting this policy, Leadership have drawn on original submissions to KHDA as part of the School Plan. This has then been reviewed and redefined by specialist staff as the school has evolved and grown.

Roles and responsibilities of Principal and other staff

- The Principal is responsible for the implementation of the Curriculum policy and ensuring that the curriculum offered meets the needs of all students, in the context of the country in

which the school is situated.

- School staff are responsible for ensuring the policy and procedures are followed in school, and for contributing to curriculum development and delivery. They play a fundamental role in ensuring that every student experiences a personalised programme.
- The Principal will ensure that all local and external statutory elements of the curriculum, and those subjects which the school chooses to offer, have appropriate and up-to-date and relevant schemes of work and curriculum overviews that reflect the aims of the school and indicate how the needs of individual students will be met.
- The Principal with members of the Leadership Team in planning the actual timetable and model, will ensure that the amount of time provided for teaching the curriculum is adequate and is reviewed annually. This includes ensuring that statutory requirements are in place for the teaching of subjects such as Arabic, Islamic Education, Moral Education and Social Studies.
- Where appropriate, leaders will ensure that the procedures for external assessment such as GL and CAT tests, meet all requirements as set out. As the school moves into IGCSE / GCSE, leaders will ensure that the requirements as set out by examination boards are also met.
- The SENCO with the SLT, where appropriate, will advise and support parents to ensure that the individual needs of specific students are met by permanent or temporary disapplication from some courses of the curriculum.

Relationship to other policies, guidelines and statements:

- Teaching and Learning Policy
- Inclusion Policy
- Gifted and Talented Policy
- English as an Additional Language Policy
- Assessment, Recording and Reporting Policy
- Enrichment Entitlement and Extra-curricular Provision