



Curriculum Policy

Please see [Brighton College Dubai Policies and Guidelines](#)

1. Policy Statement

Brighton College Dubai will deliver the Brighton College Curriculum, which is based on the National Curriculum of England, leading to the award of GCSEs, iGCSEs, BTECs and A-levels. The school will provide a deep, broad and balanced curriculum that is knowledge and skills based and consistently offers rich, varied and highly engaging lessons. Extra-curricular opportunities are provided to allow all pupils to develop further and enrich and enhance our provision.

2. Aims

We are committed to delivering a culture of curiosity, confidence and kindness.

The curriculum at Brighton College is designed to:

- Develop a love of learning for its own sake;
- Develop a foundation of knowledge and body of skills with which to understand and question the world we live in and to prepare us, through an innovative approach to education, for the world we are likely to inhabit in the future;
- Develop an awareness of, and appreciation of, the moral and spiritual dimension in our lives (within the confines of the local cultural context);
- Develop an enthusiasm for the world beyond the classroom – in particular, sport, and the arts (music, art and drama);
- Develop a respect for difference in others and a recognition that the efforts and achievements of every individual in our community are valued equally;

In addition to this, the Curriculum Policy aims to ensure that the curriculum of Brighton College Dubai:

- Fulfils all KHDA and accreditation curricular requirements;



- Is broad, deep and balanced;
- Provides an authentic Brighton College education (in line with the local cultural context);
- Prepares pupils fully for the next stage of their education, and ultimately the world’s leading universities;
- Facilitates personalised provision and, where necessary, personalised curriculum pathways;
- Allows all pupils to progress rapidly and therefore achieve the highest possible academic standards;
- Allows all pupils to develop independent learning skills; allows all pupils to be consistently stretched and challenged.

Our Curriculum Intentions are to:

- Develop lively enquiring learners that are resilient and take responsibility for their learning.
- Provide an interesting, well-planned knowledge and skills based curriculum that ensures coverage of the National Curriculum and KHDA mandatory subjects
- Develop behaviours and habits to allow our pupils to become effective learners
- Develop an inclusive and equitable curriculum that provides a flexible and relevant education for all pupils
- Develop a curriculum that has relevance, where cross-curricular links are embedded.
- Develop the character of our learners.

3. Practice and Procedure

For the Ministry of Education curriculum, pupils are split into native and non-native Arabic teaching groups. In addition, the curriculum includes Social Moral and Cultural Education, as well as Islamic Studies (for Muslim pupils).

3.1 National Curriculum coverage

Prep School

Year Group	Age	Curriculum
Foundation Stage 1 and 2	3-5	Early Years Foundation Stage Framework (2021)



Year 1 - Year 2	5-7	National Curriculum Key Stage One, International Primary Curriculum Mile Post 1
Year 3 - Year 6	7-11	National Curriculum Key Stage Two International Primary Curriculum Mile Post 2 & 3

Senior School

Year Group	Age	Curriculum
Year 7 - Year 9	11-14	National Curriculum Key Stage Three
Year 10 - Year 11	14-16	National Curriculum Key Stage Four
Year 12 - Year 13	16-18	National Curriculum Key Stage Five

3.2 The Early Years Foundation Stage (EYFS)

The new Statutory Framework for the Early Years published by the DfE will be in place from August 2021 and will be underpinned by the 'Curiosity Approach'. The rich, play-based Early Years Foundation Stage curriculum supports children's physical, emotional, social and linguistic development, whilst also providing the foundations for literacy and numeracy. Knowledge, skills and understanding are developed through children's interests and curiosity.

The 'Early Years Foundation Stage' (EYFS) has four guiding principles that shape our practice. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or careers.



- Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

There are seven areas of learning and development in the EYFS. All areas are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the prime areas, are:

- Communication and language
- Physical development Personal
- Social and emotional development

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Curiosity Approach

The Early Years is an accredited Curiosity Approach setting. The Curiosity Approach is a modern day approach to Early childhood. Taking parts from Reggio, Steiner, Te Whariki and a sprinkle of Montessori. The Curiosity Approach brings curiosity, awe and wonder into Early Childhood and creates the 'thinkers and doers' of the future.

3.3 Year 1 and Year 2

In Years 1 and 2, pupils continue their learning journey through a curriculum that is based on the educational philosophy of active learning. Pupils will build on and consolidate their learning through practical work, practice and the opportunity to use their learning. This approach will help create flexible, creative, and proactive pupils who can solve problems, make decisions, think critically, communicate ideas effectively and work efficiently within teams and groups. The curriculum covers a wide range of subjects encompassing the National Curriculum for England - Key Stage 1 Programme of Study, the International Primary Curriculum, French, Music, Moral Social and Cultural Studies, Arabic and Islamic Education.



3.4 Year 3 - Year 6

In Years 3 to 6 the pupils will continue to build on and develop their knowledge, skills and understanding through a learning focused curriculum that prepares the pupils with 21st Century skills suitable for entry to the Senior School at age 11. The academic rigor of the Brighton College curriculum in the core subjects will be balanced with an interest driven, cross-curricular approach in the foundation subjects with a view to emphasising independent enquiry and a love of learning. Pupils will follow a rich and balanced curriculum which will be delivered by a combination of the class teacher and specialist teachers.

An extensive co-curricular programme is in place to enrich and enhance pupils' Brighton College experience. The co-curricular activities aim to inspire pupils to be enterprising, creative and innovative

3.5 International Primary Curriculum – (Year 1– Year 6)

At Brighton College Dubai we are research driven in our choice of programmes and our approach to teaching and learning. The Preparatory School uses the thematic, cross-curricular, International Primary Curriculum (IPC) as its programme for non-core subjects, to support rigorous learning and to build meaningful connections between subjects. The IPC is a clearly planned out curriculum which has a well-researched and intentioned approach to learning. It ensures that learning is contextually relevant, it is current, as it has been updated in 2020 and 2021 and instills global competence and understanding. Each year group will cover a range of thematic units during the year. The units help pupils to acquire and develop skills that are transferred across curriculum areas, thus embedding their learning and ensuring that meaningful and memorable links are made. Using this innovative and creative approach to the curriculum, helps ensure that learning is exciting and builds on our pupils' interests. Each year group plans out their units on a 'route map' to ensure the coverage of the learning objectives expected and these can be mapped to National Curriculum objectives. The IPC takes into consideration the development of the whole child and is a learning focused approach where metacognition skills are explicitly taught to allow pupils to understand how they learn best and how they can strive for progress. The IPC draws together personal, subject and global perspective learning goals to support the development of the whole child. Brighton College Dubai uses the IPC because it supports all pupils learning, and allows them to think deeply



about their learning, has an inquiry approach and is preparing young learners to become global citizens for now and in the future.

3.6 Specialist Curriculum teaching

Whilst the majority of the curriculum is taught by the class teacher from FS1 upwards, elements of the curriculum is delivered by specialists, this will include Arabic, PE and Music to start with but then increase to Islamic Education, French, Drama, Art and DT as pupils get to upper Prep.

3.7 Curriculum to support all pupils

Our pupils are at the heart of our curriculum which is designed to take into account the local context of Dubai and the demographics, abilities, emotional well-being and experiences of our pupils. The curriculum needs to meet the learning needs of all pupils. A systematic assessment cycle feeds into an informed pupil progress review system which enables teachers to use data purposefully to provide supported curriculum pathways with clear targets, to all pupils and thereby allowing them to fulfil their academic potential.

3.8 Co-curricular programme

To complement our rich and engaging curriculum, Brighton College offers a wide variety of co-curricular activities to pupils from FS1 upwards, which provide many different enrichment and enhancement opportunities. Pupils can pursue a range of different interests which will be led either by our teaching staff or external providers. Co-curricular activities run before school, during lunchtime and after school. Some activities will incur additional costs and this would be highlighted in the information to parents. The co-curricular options change each term and include anything from sports squads to coding and creative arts to debating.

3.9 Senior School

The curriculum is taught by subject specialists throughout the Senior School ensuring pupils receive the best possible learning experience. Biology, Chemistry and Physics are taught in specialist laboratories and dedicated rooms are also used for PE, Design and Technology, Art, Drama, Music and Computer Science. Physical Education is a core subject throughout the Senior School and a wide range of indoor and outdoor, team and individual sports are taught with an emphasis on personal health and fitness.

The school also has an extensive programme of co-curricular activities which extend and complement the timetabled curriculum. Subject departments run clubs in either a lunch time



or an afterschool slot and there are an especially wide variety of drama, sport and music activities available.

Attention to the individual pupil and to his or her educational development is paramount through all years of the curriculum: individual needs are always taken into account and success is achieved through outstanding teaching and learning, systematic tracking of progress and the setting of appropriate targets by the pupils’ house tutor, housemaster/mistress and the SSLT. Our expectations are that pupils will play a full part in their own progress and development as they become independent learners. Parents will receive regular reports in various formats at appropriate times in the school year and will have the opportunity to meet with their sons and daughters’ teachers. We actively encourage all pupils to attend Parents’ Evenings, dates of which are on the school calendar, which can be found on the school’s website.

3.9.1 Year 7-9 (Lower senior school)

In years 7 and 8, all pupils study English, Arabic, mathematics, science, art, design and technology, drama, The Story of Our Land (history, geography and religious studies combined), ICT, music and physical education (including games and swimming). At the start of Year 7 pupils will also choose a language: either French, Spanish or German. Core Moral, Social and Cultural Studies, Islamic studies and regular PSHE are timetabled also.

As in the Prep school, assessment is embedded into the curriculum through both formative and summative tasks which will allow teachers to know their pupils in depth and carefully monitor, track and plan for their progress. Pupils should, with the assistance of their House master and tutor, take ownership of their learning, should recognise their strengths and weaknesses and have the tools to address these.

In Year 9, all of these subjects continue but there is a greater focus on helping pupils to decide the subjects they will eventually take to IGCSE. From the beginning of the year pupils are asked to consider their choices for Year 10 and are offered support from their tutor, house master and the Deputy Heads – Pastoral and Academic as the year progresses. Advising staff will act on advice from Heads of Departments as to the pupil’s suitability for courses at Key Stage 4.

Subject	Minutes per Week						
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
English	220	200	200	220	240	300	300



Library	40	40	40	N/A	N/A	N/A	N/A
Literacy	40	40	40	40	40	N/A	N/A
Mathematics	200	200	200	300	320	300	300
Numeracy	40	40	40	40	40	N/A	N/A
Science	200	200	200	280	300	N/A	N/A
Biology	N/A	N/A	N/A	40	60	300	300
Chemistry	N/A	N/A	N/A	60	60	300	300
Physics	N/A	N/A	N/A	40	40	300	300
Music	60	60	60	160	180	300	300
Art	60	60	60	160	180	300	300
Drama	60	60	60	160	180	N/A	N/A
D&T	80	80	100	160	180	N/A	N/A
Computer Sci	80	80	80	160	180	N/A	N/A
Physical Education	160	160	160	160	N/A	N/A	N/A
Games	N/A	N/A	N/A	60	60	60	60
French	80	120	120	160	180	300	300
Spanish	80	120	120	160	180	N/A	N/A
Story of Our Land (Yr7&Yr8)	80	160	N/A	N/A	N/A	N/A	N/A
Geography (Yr9)	N/A	N/A	60	160	180	300	300
History (Yr9)	N/A	N/A	80	160	180	300	300
Arabic A	200	160	160	160	180	160	160



Arabic B	160	160	160	160	180	160	160
Islamic Studies A and B	80	80	80	80	80	80	80
Social Studies	40	40	40	40	40	40	40
Moral Education	40	40	40	40	40	40	40
House	110	110	110	110	110	110	110

3.8.2 Senior School (Upper Senior and Sixth Form)

In Year 10, pupils choose four options – one each from the list below. The options blocks will alter each year, below are the options for Year 10 2021-2022 and Year 11 2021-2022

GCSE Option Blocks Year 10 Sept 2021-22			
Block A	Block B	Block C	Block D
French	Design Technology	Computer Science	Business Studies
Spanish	Art	History	Drama
	Geography	Separate Science	Music
			PE

GCSE Option Blocks Year 11 Sept 2021-22			
Block A	Block B	Block C	Block D
French	Geography	Design Technology	Computer Science
Arabic B	Separate Science	History	Drama
Spanish		Art	Music
Arabic A			



Yr12 A Level Option Blocks Sept 2021-22			
Block A	Block B	Block C	Block D
Business	Economics	Chemistry	Maths
Physics	Biology	Music	History
Art			Geography

4. Quality Assurance

Teachers, led by Head of Prep, Head of Pre-Prep and Head of Senior are responsible for preparing long, medium and short-term planning documentation which outlines curriculum delivery according to this policy and for ensuring that this documentation is stored centrally on the college network.

Through the annual self-evaluation cycle, judgements on the quality of curriculum provision are made through:

- Lesson observations
- Planning scrutiny
- Work scrutiny
- Assessment scrutiny
- Data analysis
- Discussions about pupil progress
- Learning walks.

Records of these judgements are stored centrally within the annual evidence base that informs the College's Self Evaluation Form (SEF) and College Development Plan (CDP).

5. Staffing and Resources

The CLT is responsible for oversight of this policy. The document forms the central strand from which all other curriculum policies are devised. Every teaching member of staff and support staff has a responsibility to ensure they understand this policy and are clearly evidencing its action in all that they do in their planning and teaching.

6. Associated Documents

The following documents/policies should be referred to in consultation with this document:

- Teaching and Learning
- Inclusion



- Marking and feedback

7. Monitoring and Review

This policy is to be reviewed and checked annually by the CLT.

8. Approved by

Head Master on behalf of the College:

Simon Crane, Head Master

Chair on behalf of the Governors:

Mrs Nilay Ozral, Board Member

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Changed to include details of: <ul style="list-style-type: none"> • New Statutory EYFS Framework (2021) • International Primary Curriculum • Curiosity approach • CCAs for Prep 	Katy Cooke Head of Pre-Prep	May 2021
2.0	Changed to include details of: <ul style="list-style-type: none"> • Page 1 – added BTECs • Page 1 – removed performing arts/music and changed to 'arts' with music, art and drama named separately • Page 1 – added Moral Education • Page 5 – added PE to specialist classroom list • Page 7-8 – Upper Senior options included, hour allocations altered to reflect current demands 	Jane Clewlow Deputy Head Academic	May 2021

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3.0	Changes to time allocations	Joe Donaghey	June 2021
4.0	Changes including: P2 – add in - P6 – Deputy Head Academic changed to Head of Senior	Jane Clewlow	April 2022
5.0	Changes to include details of Page 1 – Knowledge and skills based Page 2 – Curriculum Intentions Page 4 - change Moral, Social and Cultural Education Page 5 – Detail in IPC added metacognition skills Page 6 – added specialist curriculum delivery Page 6 – added curriculum for all	Sarah Brannon Head of Prep	April 2022
6.0	Changes to time allocations	Joe Donaghey	April 2022

Brighton College Dubai Policies and Guidelines

Policy Statement

Brighton College Dubai policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- KHDA Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Academic Plan written for KHDA approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable



Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Policy Development

Policies will continue to be developed as strategic priorities are set.