



Curriculum Policy

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

1. Policy Statement

Brighton College Dubai endeavours to provide a positive learning environment. Positive learning is our commitment to enriching every child through a carefully planned curriculum where learning inside and outside the classroom is vibrant, demanding, and progressive, where the teaching is creative, engaging and ambitious and where pupils and their teachers have high expectations both teaching and learning. Brighton College Dubai will deliver the Brighton College Curriculum, which is designed to meet and go beyond the Early Years Foundation Stage and National Curriculum of England. This will lead to the award of GCSEs, iGCSEs, BTECs and A-levels. Alongside this the mandatory Ministry of Education subjects of Arabic, Islamic Education and Moral, Social and Cultural Education will be interwoven into our College day. The college 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 pathways;
- Enables all pupils achieve highly and progress rapidly and therefore achieve the highest possible academic standards of mastery and a depth of understanding above age-related curriculum standards
- Enables all pupils to develop independent learning skills; allows all pupils to be consistently stretched and challenged.

Our Curriculum Intentions are to:

- Develop 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 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

3.1 National Curriculum coverage

Prep School

Year Group	Age	Curriculum
Foundation Stage 1 and 2	3-5	Early Years Foundation Stage Framework
Year 1 - Year 2	5-7	National Curriculum Key Stage One
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

3.1a The Ministry of Education Curriculum

From September 2025 the teaching of Arabic language from FS2 upwards will be followed in line with the Policy on Arabic Language Provision in Early Years Education from the KHDA.

For the Ministry of Education curriculum, pupils are split into native and non-native Arabic teaching groups from Year 2 onwards. In addition, the curriculum includes Moral, Social and Cultural Education, as well as Islamic Studies (for Muslim pupils), times as indicated below.



	G1/Y2	G2/Y3	G3/Y4	G4/Y5	G5/Y6	G6/Y7	G7/Y8	G8/Y9	G9/Y10	G10/Y11	G11/Y12	G12/Y13
Arabic as a first language for Arabs	6	6	6	NEW 6	NEW 6	5	4	4	4	4	4	4
Arabic as an additional language for non-Arabs	4	4	4	4	4	4	4	4	4	Optional	Optional	Optional
Islamic Education for Arab Muslims	3	3	3	2	2	2	2	2	2	2	2	2
Islamic Education for non-Arab Muslims	NEW 3	NEW 3	NEW 3	2	2	2	2	2	2	2	2	2
Social Studies for Arabs (Standalone lesson) New!	1	1	1	1	1	1	1	1	1	Optional	Optional	Optional
UAE Moral, Social and Cultural for non-Arabs (MSC) (Standalone lesson) New!	1	1	1	1	1	1	1	1	1	Optional	Optional	Optional
Moral Education for Arabs (Standalone or Integrated)	1	1	1	1	1	1	1	1	1	1	1	1

3.2 The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage Statutory Framework (DfE) is the curriculum followed within FS1 and FS2. 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, numeracy, science, the humanities, sustainability and creative subjects. Knowledge, skills and understanding are developed through children's interests and curiosity.

The 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

The curriculum is further strengthened with specialist teaching for PE, swimming, music and Arabic.

3.3 Year 1 and Year 2

In Years 1 and 2 The National Curriculum for England - Key Stage 1 Programme of Study is followed. Pupils build on and consolidate their learning through practical work, practice and the opportunity to apply their learning. This approach helps 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 majority of subjects, including the core subjects of English, maths and science, are taught by the class teacher, specialist teachers teach PE, swimming, French, computing, music, Arabic and Islamic Education.

3.3.1 Topic – Cross curricular teaching

Our Topic curriculum in Pre-Prep is designed to be cross-curricular and creatively integrated, aligning closely with the stimulus text being studied in English lessons which has been chosen based on pupils' interests and teacher knowledge of texts that result in high levels of engagement. Through this approach, pupils explore themes and concepts from the stimulus text via the foundation subjects design and technology, history, geography, sustainability, drama and art, fostering a deeper understanding of the material. Activities are crafted to engage and encourage pupils to make connections between the text and real-world applications. This integrated curriculum not only enhances comprehension of the stimulus text but also helps pupils develop critical thinking and problem-solving skills across disciplines. In turn, helping to prepare pupils to be the next generation of successful and conscientious global citizens.



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. The academic rigor of the Brighton College curriculum in the core subjects is balanced with an interest driven, cross-curricular approach in the foundation subjects with a view to emphasising independent enquiry, developing relevant skills 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

3.4.1 International Primary Curriculum – (Year 3 – 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. 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. 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



3.5 Specialist Teaching in Prep School

In addition to the curriculum taught by class teachers, the pupils receive an increasing range of specialist lessons as they progress through the Prep School for the following subjects.

PE	Swimming	Music	Computer Science	Drama	French	Art	DT	Spanish	German
FS1-Y6	FS1-Y6	FS1-Y6	Yr1 - 6	Y1-6	Y1-6	Y3 -6	Y5-6	Y6	Y6

3.6 A Creative Curriculum

A creative curriculum brings numerous benefits to pupils. It heightens engagement by making learning more dynamic and relatable. As pupils delve into subjects that pique their interest, they experience personal growth, becoming more confident and self-aware. The adaptability fostered by creative thinking equips pupils to navigate uncertainty and change with ease. Moreover, a creative curriculum encourages collaboration, as pupils learn to work together to solve problems and develop new ideas. Ultimately, this approach leads to increased creativity, empowering pupils to become innovators and problem-solvers in any field they choose.

3.7 Curriculum to support all pupils

Our pupils are at the heart of our curriculum, which is designed to take into account the demographics, learning needs, abilities, emotional well-being and experiences of our pupils, in addition to the context of Dubai. 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 an extensive programme of co-curricular activities which extend and complement the timetabled curriculum. Teachers run clubs before and after school 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. 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 Senior Specialist Curriculum teaching

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.

In Years 7 and 8 all pupils study English, Arabic, mathematics, science, art, design and technology, drama, The Story of Our Land (history and geography combined), computer science, 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 (MSCS), Islamic studies and regular PSHE are timetabled also.

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, recognise their strengths and weaknesses and have the tools to address these.

Subjects studied in Year 7 and 8 continue in Year 9 but there is a greater focus on helping pupils to decide the subjects they will eventually take for GCSE. From the beginning of the year pupils are asked to consider their choices for Year 10 and are offered support and guidance from their tutor, house master/mistress and the Senior School Leadership Team 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
English	200	200	200	220	220	320	340
Library	40	40	40	N/A	N/A	N/A	N/A

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Mathematics	200	200	200	220	220	320	340
Directed Studies	40	40	40	80	40	N/A	N/A
Science	200	200	200	200	300	N/A	N/A
Biology	N/A	N/A	N/A	60	60	320	340
Chemistry	N/A	N/A	N/A	100	60	320	340
Physics	N/A	N/A	N/A	40	40	320	340
Music	80	80	80	160	160	320	340
Art	60	60	60	160	160	320	340
Drama	60	60	60	160	160	320	N/A
D&T	80	80	80	160	160	320	340
Computer Sci	80	80	80	160	160	320	340
Physical Education	120	120	120	160	160	320	340
French	80	120	120	160	160	320	340
Spanish	80	120	120	160	160	320	N/A
German	40	40	N/A	N/A	N/A	N/A	N/A
Geography (Yr9)	N/A	N/A	80	160	160	320	340
History (Yr9)	N/A	N/A	80	160	160	320	340
Arabic A	200	160	160	160	160	160	160
Arabic B	160	160	160	160	160	160	160
Islamic Studies A&B	80	80	80	80	80	80	80
Games	N/A	N/A	N/A	60	60	60	60
Social Studies	40	40	40	N/A	N/A	N/A	N/A
LAMBDA	40	40	40	N/A	N/A	N/A	N/A

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Moral Education	40	40	40	40	40	40	40
Well Being/PSHE	40	40	40	N/A	N/A	N/A	N/A
Story of Our Land	160	160	N/A	N/A	N/A	N/A	N/A
House	120	120	120	120	120	120	120

3.5 Specialist Curriculum teaching

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 College and a wide range of indoor and outdoor, team and individual sports are taught with an emphasis on personal health and fitness.

3.8.1 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 2024-2025 and Year 11 2024-2025

Year 10 GCSE Option Blocks - September 2024-2025			
Block A	Block B	Block C	Block D
Business Studies Media Studies French Spanish German	Drama Design Technology Photography Separate Science	Art ICT History Psychology Computer Science	PE Music Geography Business Studies

Year 11 GCSE Option Blocks - September 2024-2025			
Block A	Block B	Block C	Block D
Business Studies French Spanish German	Photography Design Technology Separate Science	Art Music Media Geography Computer Science	PE History Business Studies Psychology



All courses are subject to a minimum pupil intake.

Year 12 A Level Option Blocks - September 2024-25				
Block A	Block B	Block C	Block D	Block E
Maths Further Maths Biology History Media Studies	Business Studies Chemistry English Literature Photography Spanish	Maths Computer Science English Language Design Technology French Geography	Physics Politics Psychology Music	Art Economics Arabic Islamic A Islamic B
BTEC Sport	BTEC IT	BTEC Applied Science	BTEC Business	

Year 13 A Level Option Blocks - September 2024-25				
Block A	Block B	Block C	Block D	Block E
Maths Further Maths BTEC Business Spanish	Biology BTEC Applied Science English Language Computer Science Design Technology Geography English Literature	Maths Chemistry Economics Psychology	Physics Art BTEC IT Politics Drama BTEC Sport	A Level Arabic A French Arabic A Islamic A Islamic B

All courses are subject to a minimum pupil intake.

BTECs

MOE

3.9 Curriculum Adaptation

The Curriculum is reviewed and adapted regularly to ensure that the content remains current, relevant, tailored to our pupils' diverse needs, incorporates educational developments and reflects feedback from curriculum leaders and teachers.

Pupils with inclusion needs require individual accommodations to access and engage with the curriculum effectively. Adapting the curriculum ensures these pupils have equal opportunities to learn and succeed whilst fostering a more inclusive learning environment. Cross-curricular links between subjects will allow adaptations that will incorporate culturally relevant content, examples and perspectives particularly related to the UAE. There is an emphasis on adapting

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the curriculum to include real-world examples and applications which makes the learning experience more practical and relatable.

At Brighton we are cognisant of the fact that the world is rapidly changing, and pupils need to develop skills that are relevant to the evolving workplace. By adapting the curriculum to integrate modern technologies, critical thinking, problem solving, and collaboration, pupils are better prepared for the future.

An adapted curriculum gives the school sections the flexibility to employ various teaching strategies based on the needs of our pupils. This fosters a dynamic and responsive teaching environment that can cater to different classroom dynamics. A record of curriculum adaptations is kept by the Prep and Senior School.

3.10 Additional Curriculum provision

The curriculum is designed to provide a broad and balanced educational experience that reflects and respects the diverse backgrounds, identities, and needs of all students. To ensure this commitment is fully embedded across the College, comprehensive documentation has been developed to map the provision for Diversity, Equity, and Inclusion (DEI) across all subjects. This mapping highlights how each subject actively promotes these principles alongside the core British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. These frameworks support teachers in delivering inclusive, reflective, and values-driven learning experiences throughout the College.

In Year 5, pupils receive education on physical development through separate, gender-specific puberty lessons. These sessions are optional and are delivered with sensitivity to the cultural context of the host country. In the Senior School, sex education is included as part of the science curriculum, in Year 7. It is understood that sexual reproduction can be a sensitive subject, and the topic is handled with the utmost care and professionalism. The aim is to provide accurate information and to promote a healthy understanding of the human body and growing up. Parents give their consent for these lessons. Relationship Education is taught to pupils through their PSHE lessons appropriate to age and stage.

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:

Craig Lamshed, 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
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

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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
7.0	Alterations to wording for Senior curriculum	Jane Clewlow	June 2023
8.0	Changes to time allocations and option blocks	Joe Donaghey	June 2023
9.0	3.10 Curriculum adaptation section added	Sarah Brannon Head of Prep	August 2023
10.0	3.2 EYFS – Details about specialist lessons 3.3 Year 1 and Year 2 3.42 Specialist teachers 3.43 Creative curriculum	Katy Cooke Head of Pre-Prep Sarah Brannon Ben Tabner	September 2024
11.0	SPAG changes throughout New option blocks added	Jane Clewlow Head of Senior School	September 2024
12.0	Updates – general Policy statement 1.1a MOE, Policy on Arabic Language in Early Childhood, new mandatory timings 3.10 Additional Curriculum provision	Sarah Brannon Head of Prep	September 2025



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.