

Repton Dubai

Curriculum Policy

Academic Year 2026–27

Owner: Assistant Headteacher – Curriculum · Review cycle: Annual · Aligned to KHDA and UAE National Curriculum requirements

1. Introduction

The curriculum is all the planned activities that are organised in order to promote positive learning attitudes, personal growth and development. It includes not only the formal requirements of the National Curriculum but also ensures that the curriculum guarantees the development of independence and responsibility of all our students. We ensure that all students have a broad, balanced and relevant education, which provides continuity, progression and takes individual differences into account whilst embracing the UAE culture.

Embedding real-life links within learning is paramount and is taken into account when planning each lesson. Adaptation and personalisation within the curriculum are critical to ensure the academic progress of all students. We aim to teach our students how to grow into positive, responsible people who can work and cooperate with others, whilst developing knowledge and skills so that they can achieve their full potential.

2. Values

Educating children in the knowledge, skills and understanding that they need to live fulfilling lives is the primary objective that guides the curriculum. Our school is underpinned by our principle value of providing high-quality educational experiences that are relevant to the UAE and other real-life contexts. The development of independent, responsible and resilient learners who know how they learn best and how to improve is the intended outcome. These are the core values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as embracing the UAE culture
- We maintain high expectations and challenge all children in their learning
- We ensure learning is adapted and personalised to ensure progress for all

3. Aims

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability
- To facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically and morally so that they become confident and considerate members of the community
- To promote a positive attitude towards learning so that children enjoy coming to school, acquire a solid basis for lifelong learning and aspire to succeed
- To create and maintain an exciting and stimulating learning environment where all pupils are encouraged to take challenges in their learning
- To ensure that each child's education has continuity and progression
- To enable children to contribute positively within a culturally diverse society

- To enable all children to have respect for themselves and others
- To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in the educational process

4. The Repton Learner Experience

Throughout their time at Repton Dubai, students will embrace the qualities of Grounded, Rounded and Unbounded as outlined in the Repton Learner Experience. These three pillars describe what it means to be a Reptonian and shape the way teachers plan and deliver learning experiences across all phases.

Grounded — Strong Character and Values

The Repton Learner is GROUNDED through strong character and values. Students are respectful of self and others, demonstrate empathy, show integrity in character and academics, maintain a growth mindset, show innovation in thinking and approach, and strive for academic and personal excellence.

Rounded — Positive and Enriching Relationships

The Repton Learner is ROUNDED through positive and enriching relationships with adults. Students consciously develop positive relationships with their teachers and peers, make active and positive contributions to the classroom, and engage collaboratively and constructively in all learning activities.

Unbounded — Passionate Engagement and Wider Opportunities

The Repton Learner is UNBOUNDED through passionate engagement with their learning and wider opportunities. Students engage with enthusiasm and curiosity, apply critical thinking and problem-solving, manage their time and workload effectively, respond to feedback carefully, and know where they are, where they want to get to, and the next steps in their learning.

5. Junior School — Organisation and Planning

The curriculum ensures we meet the requirements of the National Curriculum and the Early Years Foundation Stage Curriculum. It is planned carefully so that there is coherence and full progression in its coverage. Our curriculum is designed to ensure that children develop the skills they need to become confident and self-motivated learners who can think critically and solve challenges innovatively.

With the input of curriculum leaders and a review of curriculum objectives, a curriculum map has been agreed upon for each year group. This indicates which topics are to be taught in each term and to which groups of children. We review the curriculum map on an annual basis. The curriculum map then informs topic planning.

5.1 Early Years (Foundation Stage 1 and Foundation Stage 2)

Specialist teachers are introduced in Early Years in Arabic, Music, PE, Outdoor Education and Swimming. All other subjects — including the seven EYFS areas of learning, English, Mathematics, Science and Phonics — are taught by the class teacher.

Early Years Foundation Stage	
Year Group	Subjects Offered
FS1 & FS2 (Specialist)	Arabic, Music, Physical Education, Outdoor Education, Swimming
FS1 & FS2 (Class Teacher)	7 EYFS Areas of Learning, English, Mathematics, Science, Phonics

5.2 Years 1–6 (Junior Phase)

There are specialist teachers in the following subjects from Year 1: Arabic, Islamic Education, French, Physical Education, Swimming and Music. From Year 2 upwards, Computing and Art are also taught by a subject specialist.

Junior Phase — Years 1–6	
Year Group	Subjects Offered
Years 1–6 (Specialist)	Arabic, Islamic Education, French, Physical Education, Swimming, Music
Years 2–6 (Additional Specialists)	Computing, Art
Years 1–6 (Class Teacher)	English, Mathematics, Science, History, Geography, PSHCE, and remaining foundation subjects

6. Senior School — Subjects Offered

The Senior School curriculum is designed to provide breadth and depth across all year groups, ensuring students are well prepared for examination pathways and future study. The following tables outline the subjects offered at each stage.

6.1 Key Stage 3 (Years 7–9)

KS3 — Years 7 to 9	
Year Group	Subjects Offered
Compulsory	Mathematics, English, Science, Arabic, Social Studies, Art, Drama, Design and Technology, Geography, History, ICT, Islamic Education, Modern Foreign

	Languages (French & Spanish), Music, Physical Education
Additional Support	English as a Second Language — compulsory for pupils identified as requiring this support

6.2 Key Stage 4 (Years 10–11) — IGCSE

Compulsory subjects at IGCSE include Mathematics, English Language and Literature (and/or ESL), Science (Double or Triple pathway), Arabic A and Arabic B, and Moral, Social and Cultural Studies. Islamic Studies is compulsory for all Muslim students.

Students select up to four further subjects from the IGCSE subject offering:

KS4 — IGCSE (Years 10 and 11)	
Year Group	Subjects Offered
Compulsory	Mathematics, English Language, English Literature (and/or ESL), Science (Double or Triple pathway), Arabic A, Arabic B, Moral Social and Cultural Studies, Islamic Studies (Muslim students)
Optional — Humanities & Social Sciences	Business Studies, Economics, Geography, History, Psychology
Optional — Languages	English Language, English Literature, English as a Second Language, Arabic, Modern Foreign Languages (French or Spanish)
Optional — Sciences & Computing	Further Mathematics, Triple Science (Biology, Chemistry, Physics), Computer Science, ICT
Optional — Creative Arts & Vocational	Art, Drama, Design and Technology, Music, IGCSE Physical Education, Photography, Islamic Education
BTEC Level 2	Business Studies

6.3 IB Diploma Programme (Years 12–13)

Repton Dubai offers the International Baccalaureate Diploma Programme (IBDP) for students in Years 12 and 13. Students select one subject from each of the six Groups:

IBDP — Years 12 and 13	
Year Group	Subjects Offered

Group 1 Language & Literature	English Language and Literature
Group 2 Language Acquisition	Arabic, French, German, Spanish
Group 3 Individuals & Societies	Business Studies, Economics, History, Psychology
Group 4 Sciences	Biology, Chemistry, Computing Science, Physics, Design Technology, Sports and Exercise Science
Group 5 Mathematics	Mathematics (Analysis and Approaches / Applications and Interpretation)
Group 6 The Arts / Electives	Biology, Economics, Geography, Physics (as elective subject choices)

6.4 A Level (Year 12)

A Level — Year 12	
Year Group	Subjects Offered
Sciences & Mathematics	Mathematics, Chemistry, Physics, Biology
Humanities & Social Sciences	Business, Economics, History, Geography, Politics, Psychology, Media Studies
Languages	English Literature, English Language, French, Spanish, Arabic
Creative Arts	Art, Drama, Design and Technology, Music, Physical Education
Computing	Computer Science

6.5 A Level (Year 13)

A Level — Year 13	
Year Group	Subjects Offered
Sciences & Mathematics	Mathematics, Chemistry, Physics, Biology
Humanities & Social Sciences	Business, Economics, History, Geography, Psychology, Media Studies, Politics
Languages	English Language, English Literature, French, Spanish, Arabic

Creative Arts	Art, Design and Technology, Physical Education
Computing	Computer Science

6.6 BTEC Level 3 (Years 12–13)

BTEC Level 3 — Years 12 and 13	
Year Group	Subjects Offered
Vocational Qualifications	Business, Sport, Performing Arts, Information Technology, Applied Science

7. Curriculum Planning and Review

The curriculum is reviewed annually by curriculum leaders and the Senior Leadership Team. Reviews take account of KHDA inspection feedback, student assessment data, staff feedback and developments in educational best practice. The curriculum map is updated each year to reflect any changes in subject offerings, staffing or statutory requirements.

All curriculum plans are stored centrally and are accessible to relevant teaching staff. Subject leaders are responsible for maintaining up-to-date schemes of work, ensuring progression across year groups and monitoring the quality of delivery within their subject area.

Curriculum Planning Cycle

- **Annual curriculum review:** Led by curriculum leaders and SLT each August before the start of the academic year.
- **Curriculum mapping:** Topic maps agreed per year group, indicating coverage, sequence and groupings.
- **Schemes of work:** Maintained and updated by subject leaders; reviewed termly.
- **Assessment and feedback:** Used to inform adaptation and personalisation of the curriculum for all learners.
- **KHDA alignment:** All plans are aligned to KHDA inspection requirements and UAE curriculum frameworks.

8. Inclusion and Curriculum Adaptation

Repton Dubai is committed to providing an inclusive curriculum that meets the needs of all learners. Teachers adapt planning, resources and delivery to ensure that students with Special Educational Needs and Disabilities (SEND), English Language Learners (ELL) and higher-attaining students all make strong progress.

- **Differentiation:** All lessons are planned with differentiated tasks, resources and support to ensure access for every learner.
- **Student Passports and IEPs:** Used to communicate individual needs to all teaching staff and to track progress towards personal targets.
- **ELL provision:** English Language Learner support is provided through specialist teaching and targeted in-class assistance.
- **Gifted and Talented:** Students with high ability are extended and challenged through enrichment activities, higher-order questioning and additional opportunities beyond the classroom.
- **Parental involvement:** Parents are kept informed of their child's curriculum experience through regular communication, parents' evenings and published curriculum maps.

9. Links with Other Policies

This Curriculum Policy should be read in conjunction with the following school policies:

- Inclusion Policy
- Assessment and Reporting Policy
- Teaching and Learning Policy
- Positive Behaviour Policy
- Child Protection and Safeguarding Policy
- Attendance, Punctuality, Absence and Late Collection Policy

10. Reviewing Effectiveness

The effectiveness of this policy will be evaluated against the following key measures:

- Student attainment and progress data across all year groups and subjects
- KHDA inspection outcomes and improvement recommendations
- Subject leader monitoring reports and learning walks
- Feedback from students, parents and staff
- Uptake of subject choices at IGCSE, A Level and IBDP
- Destinations and outcomes of Year 13 leavers

Policy Details

Policy Name: Curriculum Policy

School: Repton Dubai

Academic Year: 2026–27

Last Reviewed: August 2026

Next Review Date: August 2027

Approved by: Senior Leadership Team