



Mandatory Subjects Policy

Purpose

Buds Public School will provide all eligible students with the UAE mandatory subjects required for private schools in Dubai. Provision will meet the applicable Ministry of Education curriculum standards and KHDA requirements, protect the required instructional time, and promote Arabic proficiency, Islamic understanding, ethical conduct, and appreciation of UAE identity and heritage.

This policy covers Arabic as an additional language from KG to Grade 9, Islamic Education for Muslim students from KG to Grade 12, and Moral, Social and Cultural Studies from KG to Grade 9. It also sets out the separate provision required for Arab and Emirati students where enrolled. KG Social Studies is integrated across the curriculum rather than treated as a compulsory standalone MSCS lesson.

Scope and Student Entitlement

Eligibility and pathways

Arabic as an additional language is compulsory for non-Arab students in Grades 1–9 and optional in Grades 10–12 under the supplied KHDA table. Arabic is also compulsory in KG under the early years framework. Islamic Education is compulsory for all Muslim students, Arab and non-Arab, from KG–Grade 12. Non-Muslim students receive appropriate supervised learning during Islamic Education lessons and continue to access the required moral and social curriculum.

For non-Arab students, the school uses the title MSCS for Moral, Social and Cultural Studies; the supplied KHDA document uses MSC. Grades 1–9 receive a standalone lesson allocation. In KG, the school implements the official Social Studies outcomes through planned integrated experiences, supported by age-appropriate moral and cultural learning.

A non-Arab student may enter Arabic as a first language at a parent's request where school resources and timetables permit. The school will record the request, assess readiness, plan support and interpret achievement with regard to the student's additional language status. Parental preference does not remove compulsory subject entitlement.

Language of instruction

Islamic Education and MSCS for non-Arab students use the school's licensed curriculum language. Arabic as an additional language develops meaningful use of Modern Standard Arabic with visual and other scaffolds.

KG Social Studies follows the school's approved language of instruction through integration. KG Islamic Education uses approved school language for non-Arab Muslim children, while introducing essential Arabic religious vocabulary. KG Arabic teachers model Modern Standard Arabic throughout their provision.



Admissions and student records

At admission, and when circumstances change, the school records nationality, relevant Arab or non-Arab pathway, Muslim or non-Muslim status, home languages, prior Arabic learning and support needs. The Head of Department checks placement with parents and admissions staff. Any request affecting mandatory entitlement is referred to the Principal and, where necessary, KHDA; staff must not grant informal exemptions.

Instructional Time and Timetabling

The following minimum weekly minutes are taken from the supplied guidance. Grade 1 and above allocations convert KHDA's 40-minute lesson units into minutes; the school may vary lesson length while retaining the full weekly total. KHDA advises at least 25 minutes per mandatory subject lesson in its general school guidance.

Pathway	Year groups	Weekly minimum
KG Arabic for all children	KG1 and KG2	200 minutes; 40 minutes daily over five days
KG Islamic for Muslim children	KG1 and KG2	90 minutes; 3 × 30 or 2 × 45 minutes
KG Social Studies for all children	KG1 and KG2	Integrated daily; no separate minimum specified
Arabic additional language	Grades 1–9	160 minutes; 4 × 40-minute units
Islamic Education for Muslim students	Grades 1–3	120 minutes; 3 × 40-minute units
Islamic Education for Muslim students	Grades 4–12	80 minutes; 2 × 40-minute units
MSCS for non-Arab students	Grades 1–9	40 minutes; 1 standalone unit

Protected provision

All compulsory lessons must appear within the official school timetable. Timetabling will preserve access to the wider licensed curriculum for both Arab and non-Arab students. Assemblies, competitions, clubs and celebration days enrich learning but do not replace required weekly instruction. Lessons lost through avoidable school scheduling will be identified and recovered through a documented plan.

The timetable in-charge will maintain a register of required and scheduled minutes by class, subject and pathway. Heads of Department will check delivery each term and after timetable changes. Any shortfall is reported immediately to the Principal with an owner, corrective action and completion date. Integrated provision requires a record of where outcomes are taught and assessed.

Future KG Arabic allocation

The supplied KG guide requires Arabic to increase to 300 minutes weekly, or 60 minutes daily, in academic year 2027–2028. The school will plan staffing, rooms and timetables in advance and confirm the applicable April-calendar implementation arrangements with KHDA before that academic year.



Early Years Provision and Staffing

Arabic teacher presence

For children aged four to six, the supplied KHDA Arabic policy requires an Arabic teacher to be present for at least one-third of children's instructional time. This is a separate requirement from the KG guide's 200 minutes of weekly Arabic instruction. The school will demonstrate compliance with both through classroom and teacher schedules, without counting unsupported Arabic activities as specialist teacher presence.

For example, a class with 1,200 instructional minutes weekly requires at least 400 minutes with an Arabic teacher present. Its 200 minutes of Arabic instruction may form part of those 400 minutes where appropriately planned and delivered. This example illustrates calculation only; it does not state the school's actual instructional week.

No individual early years Arabic teacher will be responsible for more than 75 registered children in total across assigned classes. Deployment will provide an equitable distribution of teacher presence across classrooms and different parts of the day, including purposeful play, routines and structured learning. Learning support assistants may support provision but must not replace the qualified subject teacher.

Language model and workforce

The school will confirm and declare its early years language model through communication channels and the Parent-School Contract and submit it through the KHDA profile. The supplied policy offers Arabic instruction, Arabic-based bilingual, English-based bilingual, English-based multilingual and multilingual models. Selection must reflect the licensed curriculum and learner demographics; this policy does not presume the school's declared model.

Arabic and Islamic Education teachers must hold the appropriate KHDA subject approvals. KG subject teaching will be assigned to qualified specialists with recognized qualifications appropriate to young children. HR will maintain approvals, registration, qualifications and applicable licence records. The early years Arabic policy allows three academic years from its implementation start for staff to meet required qualifications; this transition does not suspend staffing, registration, instructional time or ratio requirements.

Each early year's Arabic teacher will complete at least 20 hours of annual professional development focused on language acquisition and play- and inquiry-based learning. Appraisal will evaluate planning, interactions, teaching quality and children's development. The Principal will ensure sufficient staffing and resources rather than assuming one teacher can meet every KG class's entitlement.

Daily learning and environment

Arabic teaching will combine oral interaction, stories, songs, role play, explicit sound and letter work, print awareness and emergent writing. Teachers will prioritize listening and speaking for beginners and build literacy systematically. Arabic resources will be visible, accessible, culturally relevant and used in purposeful interactions.



KG Islamic teaching will nurture love, mercy, gratitude, kindness and respect through stories, modelling and practical routines. Abstract theological complexity and references to punishment are inappropriate at this stage. KG Social Studies will explore family, community helpers, UAE heritage, national symbols, local environments, rules and responsibility through play and inquiry.

Curriculum Design and Subject Progression

Standards and curriculum mapping

Each subject leader will maintain a curriculum map linked to the applicable MOE standards and approved learning outcomes. Maps will show content coverage, skill progression, assessment opportunities and links to UAE culture. Term and lesson plans will identify what students should know and do, how prior learning is used, and how learning is adapted without removing essential expectations.

Increased instructional time will strengthen curriculum breadth, depth and personalised learning. Teachers will use approved frameworks and resources; any different or additional curriculum content requiring MOE permission must not be introduced without that permission. The KG guide permits selection of suitable learning resources within its approved outcomes; this flexibility does not authorize an alternative unapproved curriculum.

Arabic as an additional language from KG to Grade 9

Planning will balance listening, speaking, reading and writing. KG develops oral vocabulary, sound awareness, print concepts and emergent writing. Primary provision builds decoding, comprehension, purposeful speaking and sentence construction. From Grade 4, the school will progressively extend structured and creative writing, stories, vocabulary, contextual grammar and independent reading in line with applicable standards and students' learning histories. Middle school develops sustained communication, inference, coherent writing and purposeful language use.

Diagnostic assessment will establish each learner's starting point and years of Arabic study. Ability or learning-target groups may be used where class size and age range are appropriate. Internal L1, L2 and L3 labels guide support and challenge; they do not replace MOE expectations or years-of-study benchmarks. Placement will be reviewed using evidence, avoiding permanent low expectations for beginners.

Islamic Education from KG to Grade 12

Planning will cover the applicable MOE strands, including Qur'an and Hadith, belief, worship, values and manners, Seerah and Islamic personalities, and identity and contemporary responsibilities as relevant to the approved year-level curriculum. Students will progress from familiar values and routines to accurate recitation, explanation, reflection and informed application to daily life.

Recitation will develop accuracy and age-appropriate Tajweed alongside understanding. Assessment and teaching must extend beyond memorization to interpretation and application within the approved curriculum. Older students will receive structured opportunities for independent inquiry, ethical reasoning and evidence-based responses using approved sources.



MSCS and Social Studies from KG to Grade 9

KG Social Studies outcomes will be mapped across daily and thematic learning. Grades 1–9 MSCS for non-Arab students will follow the applicable MOE standards for moral, social and cultural learning, including ethical choices, identity, community, UAE heritage and citizenship. Social Studies for Arab students and their separate Moral Education outcomes will have their own maps, teaching arrangements and assessment records.

Teaching Assessment and Inclusion

Teaching and classroom practice

Teachers will establish clear learning intentions, success criteria and appropriately challenging tasks. Lessons will use questioning, discussion, modelling, guided practice and independent application. Arabic learners will have frequent opportunities to speak and use language purposefully; Islamic and MSCS lessons will connect concepts to realistic, age-appropriate situations.

Differentiation will respond to assessed needs through scaffolds, accessible resources, flexible grouping and extension. Digital tools will support meaningful practice and feedback where suitable. Classroom relationships will promote respect, participation and wellbeing. Activities and visits will follow school safeguarding and risk assessment procedures.

Assessment and reporting

Teachers will use entry or baseline assessment; ongoing formative checks and periodic assessments aligned with curriculum outcomes. KG assessment will rely mainly on observation, conversation, play, learning samples and practical demonstration rather than inappropriate written testing. Records will show what children can do, the support needed and the next learning step.

Arabic assessment will sample all four language skills. Attainment will be interpreted in relation to years of Arabic study and the relevant expectations, while progress will be measured from individual starting points within the school phase. Islamic assessment will capture recitation, knowledge, understanding and application. MSCS and Social Studies assessment will capture knowledge, reasoning and practical demonstration of relevant learning outcomes.

Subject teams will moderate assessment tasks and samples at least termly as a school procedure. Leaders will triangulate assessments with lesson evidence, student work and recitation or speaking records. Data analysis will identify differences between year groups, pathways and relevant student groups, leading to targeted support and appropriate challenge.

Parents will receive regular subject progress information through the school reporting cycle, with strengths, areas for improvement and practical home support. The sector-level sample assessment described in the KHDA early years Arabic policy will be supported when directed; it is not to be treated as an individual child evaluation.

Inclusion and support

Students of determination, new language learners and students needing additional challenge will access the required curriculum with appropriate adjustments. Teachers will coordinate with the inclusion team on support plans, accessible materials, communication aids and assessment arrangements. A learning difficulty or low starting point does not itself justify removing a mandatory subject.



Intervention plans will identify the need, intended outcome, strategy, responsible teacher and review date. Additional support will not reduce required subject time or routinely deny access to other curriculum areas. Extension will deepen reasoning and application rather than add repetitive tasks.

Resources and family partnership

Subject leaders will audit books, digital resources and displays for curriculum alignment, age suitability, accuracy and UAE cultural appropriateness. Parents will receive guidance on Arabic stories and conversational practice, and on reinforcing Islamic and civic values through daily life. Feedback will inform provision, while regulatory entitlements remain protected.

Leadership Monitoring and Improvement

Responsible role	School responsibilities
Principal and governing body	Approve the policy, resource provision, oversee compliance and hold leaders accountable.
Head of Arabic and Islamic Education	Coordinate curriculum, staffing checks, assessment, quality assurance and SEF and improvement planning.
Arabic and Islamic subject leaders	Maintain maps, review delivery and learner outcomes, moderate assessment and support teachers.
MSCS or Social Studies lead	Ensure correct pathways, standalone allocations, mapped moral learning and assessment.
KG Head	Coordinate specialist presence, daily integration, class schedules and observation-based assessment.
Timetable in-charge and HR	Verify minutes and deployment; maintain registration, approvals and qualification records.
Teachers and inclusion team	Deliver and assess approved outcomes, adapt learning and implement reviewed support plans.

Monitoring cycle

Before each academic year, leaders will audit pupil eligibility, timetables, teacher assignments, approvals and curriculum maps. Each term they will review lessons, work samples, assessment outcomes, inclusion and parent feedback. The KG review will additionally test daily Arabic minutes, specialist presence, the 75-child maximum, CPD and integrated Social Studies coverage.

The Head of Arabic and Islamic Education will submit a termly report to the Principal identifying compliance gaps, strengths in attainment and progress, and actions with named owners and deadlines. Leaders will check completion and evaluate the effect on learning. An annual policy review will reflect new official requirements and the school's self-evaluation.

Priority improvement planning

The school will strengthen attainment and progress in mandatory subjects by aligning assessment with MOE expectations and using the findings to improve challenge, differentiation and targeted support. The SEF, SIP and subject action plans will identify the most significant evidenced gap, define a measurable learning outcome and review impact using assessments, student work and classroom evidence. Numerical targets will be set from verified school data rather than assumed in this policy.



Inspection evidence

The school will maintain a current evidence folder containing the adopted policy; regulatory source documents and updates; eligibility and pathway records; official timetables and weekly minutes audits; KG teacher-presence calculations and assignment totals; teacher approvals and CPD; curriculum and assessment maps; moderated work samples; progress analyses; intervention reviews; parent reports; and completed quality assurance actions. Evidence of integration will identify specific outcomes, teaching occasions and assessment, rather than rely only on celebration photographs.

Implementation Checks and Source References

The following implementation checks are school procedures for applying the supplied requirements. Leaders will record evidence, any gap, a responsible person and a completion date for each check before recording the policy as implemented.

Implementation check	Required evidence
Student entitlement and pathways	Verified eligibility list, Arab and non-Arab pathways and Muslim provision
Grades 1–12 time allocations	Timetables meeting each applicable weekly minimum
KG Arabic and Islamic minutes	Daily Arabic schedule and 90-minute Islamic schedule
KG Arabic teacher presence	At least one-third of instructional time for each applicable class
KG Arabic staff assignment	No teacher responsible for more than 75 registered children
Staff and language model	Approvals, registration, qualifications and declared KHDA language model
KG learning and assessment	Mapped official outcomes, integrated Social Studies and child development records
Future Arabic allocation	Plan for 300 weekly KG Arabic minutes in 2027–2028
Learning quality and improvement	Moderation, attainment and progress review, intervention and action records



Source references

1. KHDA Mandatory Subjects guidance supplied as Mandatory subjects _ English.pdf. See PDF pages 2–7 for scope, April-school implementation, curriculum, timetable, language, staffing and pathway rules; page 8 for the mandatory subject allocation table for schools offering a curriculum other than MOE.
2. KHDA Policy on Arabic Language supplied as Policy on Arabic Language - Main - English.pdf. See PDF pages 2–6 for early years scope and phasing, language models, teacher presence, maximum registered children, professional development and compliance. Phase 1 concerns ages four to six; later phases for younger children depend on evaluation and are not assumed to be operational here.
3. Guidelines for Implementing Mandatory Subjects in Private Kindergartens Academic Year 2025–2026. See printed pages 5–9 for scope, minutes, implementation and staffing; pages 11–25 for teaching approaches; pages 26–60 for Arabic outcomes; pages 61–85 for Islamic outcomes; and pages 86–115 for Social Studies outcomes.

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