NAME OF POLICY	KG MOE Subjects Policy
APPROVED BY	PRINCIPAL & DIRECTOR
REVIEWED ON	31st MARCH 2026
NEXT REVIEW	MARCH 2027
RELATED POLICIES	Examination, Inclusion policy

Distribution List

Principal & Director
Vice Principal
Headmistress
Supervisors
HOD
Academic Staff
Parents

1. Policy Statement

At Delhi Private School, Sharjah, we are committed to shaping future-ready learners through high-quality, inclusive early years education aligned with UAE Vision 2031, while actively preserving and celebrating the linguistic, cultural, and social identity of the United Arab Emirates. In alignment with the Ministry of Education Mandatory Subjects Guide for Private Kindergarten (2025) and SPEA circular no. 83 (2025), the school ensures the effective implementation of Arabic Language, Islamic Education and Social Studies across Kindergarten (KG1 and KG2).

2. Purpose of the policy

This policy aims to-

- Ensure full compliance with MOE, and SPEA regulatory requirements.
- Promote Arabic language as a cornerstone of national identity and cultural continuity.
- Foster understanding of Islamic values, ethics, and principles among Muslim students.
- Develop early awareness of UAE heritage, traditions, and civic responsibility.
- Equip learners with foundational skills that support lifelong learning and global competence.
- Ensure equitable, inclusive, and high-quality learning experiences for all students.

3. Scope

This policy applies to:

- All students from KG1 & KG2 for Arabic language and Social Studies and Muslim non-Arab students for Islamic education.
- All teaching staff responsible for delivering Arabic, Islamic Studies, and Social Studies.
- Academic leaders overseeing curriculum implementation, quality assurance, and compliance.

4. Mandatory Subjects Framework

I. Arabic Language (for non-Native speakers)

- Delivered to all students, including both native and non-native speakers.
- Emphasis on phonological awareness, vocabulary development, emergent literacy and communication.
- Supports bilingualism in alignment with national priorities.
- Structured pathways ensure appropriate progression in language acquisition.

II. Islamic Education (for non-Arab Muslim students)

- Mandatory for Muslim students in accordance with MOE requirements.
- Focuses on moral development, values, and foundational understanding of Islamic teachings.
- Delivered in an age-appropriate, engaging, and values-driven manner.

III. Social Studies

- Delivered to all students.
- Promotes understanding of UAE culture, heritage, leadership, and community values.
- Encourages respect, tolerance, and a sense of belonging.
- Integrated within thematic and inquiry-based learning experiences.

5. Curriculum Design and Time Allocation

- Curriculum is aligned with MOE learning outcomes and SPEA expectations.
- Learning is-
  - Play-based and inquiry-driven
  - Developmentally appropriate
  - Cross-curricular where relevant
- Curriculum planning ensures a balance between-
  - Academic development
  - Personal, social, and emotional growth
  - Cultural and values-based education

- Time allocation meets statutory requirements for all mandatory subjects

Subject	Target Group	Weekly Duration	Details
Arabic Language	Non-Native	200 min per week	40 min x 4 days a week

	Speakers/ Non-Arab students		(160)
Islamic Education	Muslim non-Arab students	90 min per week	40 min x 2 days a week (80)
Social Studies	All Students	Integrated approach	Embedded in daily classroom routines and integrated across subjects through cross-curricular activities

6. Teaching and Learning Approaches

Teaching practices are designed to reflect international best practices and national priorities by-

- Adopting a child-centred, play-based approach.
- Promoting active, experiential, and inquiry-led learning.
- Creating language-rich environments, particularly to support Arabic language.
- Embedding value education aligned with UAE culture and Islamic principles.
- Utilizing diverse strategies such as:
    - Storytelling and role-play
    - Music, movement, and creative expression
    - Hands-on and sensory activities
- Encouraging 21st century skills such as critical thinking, collaboration, and communication skills.

7. Inclusion and Differentiation

The school ensures equitable access to learning by-

- Implementing differentiated instruction to meet diverse learning needs.
- Supporting non-native Arabic speakers through tailored strategies.
- Providing appropriate accommodations for Students of Determination, including Individualized Education Plans (IEPs) where required and Targeted intervention and support.
- Fostering an inclusive, respectful, and culturally responsive learning environment.

8. Assessment and Feedback

Assessment practices are aligned with early years philosophy and regulatory expectations-

- Emphasis on formative, continuous, and observation-based assessment
- Focus on progress, and skill development.
- Methods include:
    - Observations and anecdotal records.
    - Learning portfolios.
    - Student participation and engagement.

- Feedback is:
    - Constructive and development focused.

- Regularly communicated to parents including through the monthly report cards.

9. Monitoring and Quality Assurance

To ensure excellence and compliance, the school will-

- Conduct regular lesson observations, learning walks, and curriculum reviews.
- Monitor student progress and attainment data.
- Ensure alignment with inspection framework and SPEA standards.
- Provide ongoing professional development (CPD) for teachers.
- Engage in internal and external quality assurance processes.

10. Roles and Responsibilities

- **School Leadership**
  - Ensure full compliance with MOE, and SPEA requirements.
  - Drive strategic implementation and continuous improvement.

- **Teachers**
  - Plan and deliver high-quality, engaging, and inclusive lessons.
  - Differentiate instruction to meet individual student needs.
  - Monitor, assess, and report on student progress.

- **Head of Department**
  - Ensure curriculum alignment with national standards.
  - Support staff through coaching, training, and resource provision.
  - Monitor consistency and quality of delivery.

11. Parental Engagement

The school values strong partnerships with parents and will-

- Communicate student progress regularly and transparently.
- Provide guidance on supporting learning at home, particularly in Arabic.
- Encourage participation in cultural, national, and community events.
- Promote awareness of the importance of national identity and values.

12. Compliance and Review

- This policy complies with MOE mandatory subject requirements and SPEA quality assurance expectations.
- The policy will be reviewed annually or in response to regulatory updates and will be revised to reflect evolving national priorities and educational best practices.