NAME OF POLICY	MANDATORY MOE SUBJECTS POLICY (2026–27)
APPROVED BY	PRINCIPAL & DIRECTOR
APPROVED IN	MARCH 2026
EFFECTIVE	Academic Year 2026–27
NEXT REVIEW	MARCH 2027
RELATED POLICIES	Examination, Inclusion

Distribution list:

- Principal & Director
- VPs
- H.M.s
- HODs
- Academic Supervisors
- Admin Supervisors
- Exam Supervisors
- ICT HOD
- Academic Staff
- Parents / Students

1. Purpose

Delhi Private School Sharjah plans, delivers, monitors and evaluates the **UAE Mandatory Subjects** in full compliance with the UAE Ministry of Education (MoE) and the Sharjah Private Education Authority (SPEA), including the expectations set out in the **SPEA Irshad Guide 2026**.

The policy ensures that the Arabic language, Islamic values, UAE national identity, heritage and culture are embedded across the school's CBSE curriculum in a manner that is developmentally appropriate and inclusive.

2. Scope

This policy applies to all students from Grade 1 to Grade XII, all teachers of Arabic, Islamic Education and UAE Social Studies & Moral Education, all subject teachers responsible for cross-curricular links, and all members of the Senior Leadership Team (SLT), Middle Leaders and the Board of Governors.

3. Statutory and Regulatory Framework

This policy aligns with:

- SPEA Irshad Guide 2026 for private schools in the Emirate of Sharjah.
- UAE Ministry of Education ministerial decisions, curriculum standards, frameworks and guidebooks for Arabic, Islamic Education and Moral, Social and Cultural Studies.
- UAE national priorities on national identity, the Arabic language and the UAE National Agenda.
- SPEA regulations on teacher licensing, timetabling, student assessment and reporting.
- CBSE Affiliation Bye-Laws, insofar as they are consistent with UAE requirements.

Any new circulars, ministerial decisions or SPEA directives issued after the date of this policy take precedence and are implemented within the timelines prescribed by the authority. The policy is updated at the next review to reflect them.

4. UAE National Mandatory Subjects

4.1 Arabic as an Additional Language (Non-Arab students)

- Arabic is mandatory for all non-Arab students from Grade 1 to Grade IX and optional in Grades X–XII, unless MoE/SPEA directs otherwise.
- Instruction is delivered as standalone lessons during official school hours following the MoE Arabic as an Additional Language standard.
- Expected outcomes are set according to the number of years a student has studied Arabic in the UAE, and teaching is differentiated by proficiency and years of exposure.
- Early exposure to Arabic in the Kindergarten phase is provided through songs, stories, vocabulary and daily routines, as required by MoE/SPEA.

4.2 Islamic Education

- Islamic Education is mandatory for all Muslim students from KG1 to Grade XII.
- Muslim students are taught in English using MoE-prescribed curriculum and approved resources.
- Lessons develop understanding of the Holy Qur'an and Hadith, recitation (Tilawah) and memorisation, Islamic values, etiquette and their application to daily life.

4.3 UAE Social Studies and Moral Education

- It is mandatory for all students from Grade I to Grade IX and is delivered as standalone, grade-specific lessons using MoE materials.
- In Grades X–XII, Moral Education outcomes may be integrated into other subjects only with documented curriculum mapping, planning and assessment evidence, as permitted by MoE/SPEA.
- Content develops students' understanding of UAE history, heritage, governance, geography, economy, culture, ethics, character and citizenship.

5. Curriculum Design and Implementation

- All mandatory subjects follow MoE standards, frameworks, guidebooks and approved textbooks. No alternative or replacement content is used without prior MoE/SPEA approval.
- Annual curriculum maps, term-wise schemes of work and weekly lesson plans are maintained for every mandatory subject and grade.
- Curriculum maps identify meaningful cross-curricular links with English, Social Science, Science, Art, Music and Physical Education to reinforce UAE identity and Islamic values.

- Planning includes clear learning objectives, success criteria, differentiation for SOD and Gifted & Talented students, and assessment for learning strategies.
- Curriculum maps and schemes of work are reviewed annually by Heads of Department and approved by the SLT.

6. Instructional Time and Timetabling

The school complies with the minimum instructional time prescribed by MoE and SPEA for each mandatory subject, grade and student category. Weekly allocations are as follows:

Subject	Student group	Grades	Minimum weekly time
Arabic as an Additional Language	Non-Arab students	I – IX	4 periods
Islamic Education	Muslim students (Arab / non-Arab)	I – XII	2 periods
UAE Social Studies and Moral Education	All students	I – IX	2 periods
Moral Education	All students	X – XII	1 period

- Mandatory subjects are timetabled within official school hours and are not scheduled against core new learning in other subjects.
- Lesson duration meets the SPEA-approved period length.
- Non-Muslim students are provided with a supervised, purposeful alternative activity during Islamic Education lessons.
- Timetables are submitted to SPEA when required and are retained as inspection evidence.

7. Language of Instruction

Subject	Language of instruction
Arabic	Arabic (Modern Standard Arabic)
Islamic Education	English (Qur'anic verses and key terms in Arabic)
UAE Social Studies and Moral Education	English (key UAE terms in Arabic)

8. Class Organisation and Grouping

- Arabic groups are organised by proficiency and years of study, with no more than one grade-level difference within a group.
- Islamic Education is organised separately for Muslim students.
- UAE Social Studies and Moral education classes are strictly grade-specific.
- Student placement in Arabic is reviewed each term against assessment data.

9. Teaching Staff and Professional Requirements

- All teachers of Arabic, Islamic Education and UAE Social Studies and Moral education hold valid SPEA approval/licensing and the qualifications required by MoE.
- Newly appointed teachers receive induction and a minimum of six months of supervised practice with mentoring by the Head of Department.
- Continuous professional development addresses MoE curriculum updates, Arabic reading strategies, differentiation, assessment for learning and inspection expectations.

- Teacher performance is monitored through lesson observations, learning walks, work scrutiny and student outcome data.

10. Teaching, Learning and Lesson Quality

Lessons in mandatory subjects are expected to reflect the quality of teaching. In particular:

- Clear learning objectives linked to MoE standards, shared with and understood by students.
- Active, student-centred learning with collaboration, enquiry, critical thinking and problem-solving.
- Consistent use of Modern Standard Arabic by teachers and students in Arabic lessons.
- Regular reading, including extended reading and the use of the library and digital Arabic resources.
- Effective questioning and assessment for learning to check understanding and adjust teaching.
- Appropriate challenge and support for all groups, including SEND, Gifted & Talented and new-to-Arabic students.
- Purposeful use of technology and real-world links to UAE life, heritage and the Sharjah context.

11. Assessment, Tracking and Reporting

- Assessment is aligned with MoE standards and includes baseline, formative and summative assessment.
- Each student's attainment and progress are tracked against curriculum standards and individual starting points.
- Internal assessment data are moderated and validated against external benchmark assessments where available.
- Data are analysed by grade, phase, gender, nationality and student group (SEND, G&T) to identify gaps and plan intervention.
- Progress is reported to parents at least each term, with clear next steps.

12. National Identity, Islamic Values and Cultural Integration

- UAE National Day, Flag Day, Commemoration Day, the Year of the Nation theme and Sharjah cultural events are celebrated through planned assemblies, projects and activities.
- The UAE National Anthem is performed daily in assembly and students show respect for national symbols.
- Students engage with Emirati heritage and culture through visits, community projects, reading and student-led initiatives.
- Islamic values of respect, tolerance, honesty and responsibility are promoted in school life, behaviour and relationships.

13. Inclusion and Equal Access

- All students have equitable access to the mandatory subjects, with reasonable adjustments and support for students of determination.
- Exemptions or curriculum modifications are made only with SPEA/MoE approval on a case-by-case basis and are documented.
- Late-joiners and students new to Arabic receive targeted catch-up support so that they can access age-appropriate learning.

14. Roles and Responsibilities

Role	Responsibility
Principal & Senior Leadership Team	Policy implementation, resource deployment and assurance of regulatory compliance.
Heads of Department (Arabic, Islamic Education, UAE SST and Moral Education Lead)	Curriculum alignment, planning, quality assurance, data analysis and staff development.
Teachers	Effective delivery, assessment, differentiation and documentation.
Inclusion Lead	Support plans and access arrangements for students of determination.
Parents	Supporting attendance, home reading and learning in the mandatory subjects.

17. Policy Review

This policy is reviewed annually, or earlier if required, to reflect updates issued by SPEA (including revisions to the Irshad Guide) or the UAE Ministry of Education.