

GFA Curriculum Handbook

Vision: Grow - Flourish - Achieve

Mission: Growing Flourishing Achievers through an innovative and sustainable learning environment that fosters academic excellence with holistic development.

Last Amended: August 2024

Policy Review Date: August 2025

Our Mission Statement

GEMS Founders Academy, Masdar City (GFA) provides a world class, outstanding education whilst ensuring individual and collective excellence in learning, teaching and leadership. We empower lifelong learners for their future.

Our Aims

We provide a high-quality curriculum which is built from the firm foundations created in the Foundation Stage. Each child is valued as a unique individual, and teaching and learning activities are based on the understanding that children develop at different rates.

We aim to:

- Provide an inclusive, welcoming and safe environment in which every student is valued, cared for and supported
- Offer a broad and creative curriculum that recognises the uniqueness of every student and provides challenge and enjoyment through a personalised learning approach
- Ensure that all students can realise their potential through high quality learning experiences that promote and value all achievement and raise self-esteem
- Promote a culture of respect, inclusion and equality whilst celebrating the rich cultural diversity within our school, empowering all students to succeed
- Inform and encourage all students to adopt a healthy lifestyle by promoting healthy eating, regular enjoyable exercise and physical and mental wellbeing
- Develop an appreciation of our community, the world in which we live and an awareness of our environment and 'sustainability' to encourage students to be responsible citizens of the future.

Inclusion

Teachers at GFA ensure that all students:

- Are taught to enable them to experience success. This will be achieved through differentiation and a range of strategies to meet the student's special educational needs
- Use tools and materials that reflect a range of social and cultural backgrounds, without stereotyping



- Have a common curriculum experience that allows for a range of different learning styles and differences in which they are able to participate fully in class and have same learning experiences as their peers’, regardless of any specific educational or medical needs
- Have clear, challenging yet achievable learning targets and outcomes that enable them to succeed
- Review and inform the next stage of learning outcomes by using assessments and performance records
- Flourish classes will follow the curriculum as closely as possible but the main priority for these classes that the lessons are relevant to the needs of the students.

The Primary Curriculum

The British National Curriculum is organised on the basis of key stages:

Key Stage	Year Groups	Ages
Early Years Foundation Stage	FS1 - FS2	3 – 5
Key Stage 1	Years 1 – 2	5 – 7
Key Stage 2	Years 3 – 6	7 – 11

Early Years Foundation Stage

The Statutory Framework for the Early Years published by the DfE has been in place since August 2021. With some modifications to take into account our international setting and international body of children a vibrant and purposeful curriculum is delivered. 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 and numeracy. Knowledge, skills and understanding are developed through children’s interests and curiosity.

The ‘Early Years Foundation Stage (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 carers
- 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

All classes are mixed ability, and lessons are differentiated in each class by responding and adapting to the needs of the individuals. There are also specialist lessons for Music, P.E. and Arabic.

Our creative approach to curriculum development is designed to enable all children to reach the highest possible standard of personal achievement.

Key Stages 1 and 2

In Key Stage 1 and Key Stage 2 students learn the following subjects:

- English
- Mathematics
- Science
- French (Y4-6)
- Computing
- Topic (Art, History and Geography)
- Physical Education (PE)
- Sustainability
- Arabic
- Islamic Studies (for Muslim students only)
- Social Studies and Moral Education (for Arabic speakers)
- Moral, Social and Cultural Studies (for Non-Arabic speakers)

SUBJECTS TAUGHT BY CLASS TEACHERS

English

Many of our children learn English as an additional language. The most effective way to learn another language is to be immersed in it. Children learn to express themselves with growing confidence and are given opportunities to speak to a widening range of audiences; their teacher, the class, to visitors and at formal occasions such as school productions. Listening is an important part of learning and children are taught to listen attentively for increasing lengths of time.



Children will be encouraged to write independently from FS2, and they will be shown how to find the spelling of unknown words using dictionaries and word banks. They will be given 'real' reasons for writing whenever possible. They will write for a range of audiences and will be given the opportunity to read their written work to the class and to their year group, in assembly.

Throughout school children will be given opportunities to draft and re-draft their written work. Key Stage 1 children will do this in discussion with the teacher, often in shared writing sessions. Key Stage 2 children will be given frequent opportunities to be involved in the whole writing process of planning, drafting, re-drafting and presentation, in both shared and guided writing sessions. Children will be taught how to structure their writing and how to use a rich vocabulary to interest their reader. The key characteristics of different types of writing will be taught in English lessons and will be developed in cross-curricular contexts. The content of writing will be valued. The correct use of punctuation will be taught and encouraged but will not dominate marking and assessment.

Phonics: Phonics is taught once a day to children in Key Stage 1. Once children have a firm grasp of phonics, they move on to develop a more advanced understanding of spelling strategies, for example understanding more complex letter patterns; understanding how words relate to each other or where they originate from.

Spelling: In Key Stage 2, students continue to build on phonics while also learning more complex spelling rules and patterns.

Reading: In Key Stage 1 and 2 pupils will be taught the knowledge, skills and understanding of reading through a range of activities, contexts and purpose, as outlined in the Programme of Study. Pupils will be taught to read with fluency, accuracy, understanding and enjoyment - to make sense of what they read. Children will be encouraged to enjoy reading and will be given opportunities to share a wide range of books and other reading materials.

Mathematics

Mathematics is essential in everything we construct, everything we calculate and almost every problem which we must solve in our daily lives. This is reflected in school where the use of mathematical knowledge, skills, understanding and language is required in many areas of the curriculum. Children's knowledge, skills, understanding and language in mathematics develop as they use it in practical activities, to solve relevant, real life and meaningful problems and to explore the patterns and relationships on which mathematical concepts depend.

Science

We aim to provide opportunities for all our pupils to develop scientific skills. Children are taught and encouraged to use a wide range of questioning skills and through first-hand



experience form appropriate hypotheses and control a range of factors in scientific experiments.

Science is about children developing a sense of enquiry and extending their knowledge and understanding. It is concerned with investigations using scientific skills of observing, predicting, hypothesising, recording and drawing conclusions.

Pupils should develop the skills required in the scientific enquiry component through experimental and investigative science namely:

- Planning and performing tests
- Reporting on and presenting findings
- Using evidence for conclusions
- Using results
- Making hypotheses

These methods should be developed within contexts derived from our termly topics.

Topic (Art, History and Geography)

Children will develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. They will understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Computing

All children use our computing suites once a week to enable them to use equipment and software confidently and purposefully. The computing curriculum is divided into three main elements of programming, designing and creating programs and E-Safety and Digital Citizenship (learning how to use technology safely, respectfully and responsibly).

SPECIALIST SUBJECTS

Physical Education (PE)

Children have access to PE lessons every week and develop skills in a variety of areas such as gymnastics, dance, athletics, fitness, invasion games and net games.

Music

In our music programme, children learn how to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They learn how to play tuned and un-tuned instruments musically as well as developing skills in composing themselves. In Key Stage 2, children develop their understanding of music by learning about the history of music as well as about famous composers and examples of their work.



The Secondary Curriculum

Students study a broad and balanced curriculum that is carefully planned and sequenced to ensure knowledge, skills and understanding are embedded within each Key Stage. We follow the British curriculum which is taught in year groups as shown in the table below.

Key Stage	Year Groups	Ages
Key Stage 3	Years 7 – 9	12 – 14
Key Stage 4	Years 10–11	14 - 16
Key Stage 5	Years 12-13	16 - 18

Aims of Our Curriculum

The curriculum at GFA aims to create independent learners equipped with the qualifications, knowledge and skills to flourish in the modern world and make positive contributions throughout their lives and in their communities. We aim to offer a broad and creative curriculum that recognises the uniqueness of every student and provides challenge and enjoyment through a personalised and collaborative learning approach. Sustainability is a key theme that is embedded throughout the curriculum as students are taught to be stewards of the next generation.

The curriculum aims to develop the schools' values of Kindness, Honesty, Integrity and Respect, along with the Islamic Values ensuring the academic, social and emotional progress of all our pupils. The curriculum encourages high expectations and a belief that GFA pupils can achieve in any field they choose but this requires hard work – there are no shortcuts to success. At GFA, we believe in a clear, sequenced curriculum allowing pupils the opportunity to use and commit to long term memory their prior learning, knowledge and skills; this will enable them to access further concepts in both the same academic year, across key stages, and ultimately at GCSE and A Level. There is, in all subjects, a strong emphasis on reading and communication.

Key Stage 3 (Year 7 - 9) focuses on the learning of key knowledge and skills through high quality engaging teaching. We foster a love of learning, introducing students to the widest variety of subjects through our Sustainability approach. We believe together with our key values students can attain both the cultural capital and the academic underpinning they require in order to excel in their lives whilst a student at GFA and beyond.

Key Stage 3 students learn the following subjects:

- English
- Mathematics
- Science
- Art
- Computing
- French
- Humanities



- Music
- Physical Education (PE)
- Moral Education
- Arabic
- Islamic (for Muslim students only)
- PSE (for Non-Muslim students only)
- Social Studies

English

The Key Stage Three English Curriculum at GFA has been designed to spark students' interests and creativity, whilst also providing them with a solid basis of preparation to meet the rigours of Key Stage 4 and 5. It is designed to challenge students, promote valid and respectful discussion and debate, as well as introduce them to a wide range of different texts and genres. The overarching intention is that students can confidently discuss, analyse and make their own judgements about a piece of writing. Within different units, students will develop a wide variety of skills. These will include analysing language and its impact on the audience/ reader; discussing how structure within a text is used for effect and how context helps to impact writers and their work.

Students will also study a wide range of non-fiction texts including newspaper articles and speeches and learn how to use language and structure to argue their own point of view successfully. Students will also have opportunities to write creatively, both within the texts and genres they are studying and beyond. Through this work students will also learn subject-specific vocabulary to be employed within their own writing, as well as how to structure their work successfully and with flair.

Mathematics

The Maths Department at GFA follows Pearson's Maths Progress International scheme of learning that is purposefully designed to create a strong foundation of knowledge and allow a seamless transition from KS3 to KS4.

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. The Maths Department at GFA, in line with the National Curriculum, seeks to provide a high quality mathematics education that therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

The aims of the KS3 Curriculum at GFA, in line with the National Curriculum for Mathematics aims to ensure that all students: become fluent in the fundamentals of mathematics. This includes varied and frequent practice with increasingly complex problems over time, so that students develop conceptual understanding and the ability to recall and apply knowledge rapidly. It is important that students are exposed to problems



and investigations so they can accurately reason mathematically by: following a line of enquiry; conjecturing relationships and generalisations; developing an argument or justification; prove theories using mathematical language; solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Science

The Science curriculum is structured to provide a comprehensive overview of scientific knowledge and skills across all phases of school. It encompasses the three main streams of biology, chemistry, and physics. Science plays a pivotal role in shaping our world and is essential for our future well-being. Thus, all students will be exposed to fundamental aspects of scientific knowledge, methodologies, processes, and applications.

Through building up a body of key foundational knowledge and concepts, student will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They will be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

The Science curriculum has the following objectives:

- 1. Development of Scientific Knowledge and Conceptual Understanding:** Students will explore into the specific disciplines of biology, chemistry, and physics to foster a deep understanding of scientific principles and concepts.
- 2. Understanding of the Nature, Processes, and Methods of Science:** Through various scientific inquiries, students will learn to investigate and answer questions about the world around them. They will grasp the intrinsic nature of scientific processes and methodologies.
- 3. Equipping Students with Scientific Knowledge:** The curriculum aims to equip students with the scientific knowledge necessary to comprehend the applications and implications of science, both in the present and the future.

In Key Stage 3, topics will be studied in-depth, providing the essential knowledge required to excel in iGCSE Science. The Key Stage 3 curriculum has been meticulously designed to robustly prepare students for advanced study at GCSE Science. It ensures that students possess the knowledge and skills necessary for success at this level.

Our Science curriculum seeks to not only impart knowledge but also to instil a passion for scientific inquiry and exploration. We aim to nurture the next generation of scientists and thinkers who will contribute to the advancement of our society and the world as a whole.

Art

Art should engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of Art. They should be able to think critically and develop a deeper understanding of Art and Design by analysing the work of



artists and linking them to their own artwork. Students will have the opportunity to develop skills in drawing, painting, printmaking and sculpture using a variety of media, techniques and processes. Students will also focus on their presentation skills and refine their control of materials, this will support students' preparation for GCSE.

Computing

Throughout their KS3 journey learners will develop fundamental skills in ICT and Computing. Through exciting programming activities and complex problem solving, basic skills and knowledge ensuring they have a strong understanding of the digital world. E-Safety and Digital Citizenship is at the core of the curriculum and students learn how to use technology safely, respectfully and responsibly. The Computing curriculum at Key Stage 3 has been designed to prepare students for Key Stage 4 and beyond. With problem solving, practical applications and key skills embedded throughout, learners will have the digital literacy to use online systems safely and ethically as well as the ability to create interactive products. Understanding how networks, hardware and software form a vital infrastructure for the world around us, learners will have the confidence to use ICT and Computing both now and in the future.

French

At GFA, we offer French as a modern foreign language. By the end of Key Stage 3, a successful linguist, will be confident in the receptive skills of listening and reading and the productive skills of speaking, writing and translation. This will enable them to listen for detail, infer meaning, tackle larger texts, speak spontaneously and translate accurately and convey meaning. The most successful linguists will be able to apply existing knowledge to new situations and produce language creatively.

Grammar is the foundation of all language learning and our KS3 topics expose students to the necessary structures and vocabulary needed to be a competent linguist. These topics allow students to develop their understanding to further succeed at GCSE level. They also provide the basis for by allowing them to interact with people from a wide variety of backgrounds. Our up-to-date resources contain current cultural references and students are encouraged to research further. This not only enables them to understand what it is to be a global citizen but also improves their literacy in the English language. Languages are your passport to the world, and we offer various routes to travel.

Geography

By the end of KS3 we want students to understand the breadth and relevance of geography in their present and future lives. We want them to understand the importance of a good balance between human and physical phenomena and that, being educated in these areas allows them to look at the world from a number of lenses and critically evaluate their observations. We want our students to comfortably use academic terminology when discussing and writing about geographical concepts and use all the knowledge they have gained to inform their future opinions. Our curriculum deliberately includes a balance of units from human and physical geography, which often overlap and layer knowledge within topics.



Every unit has been created with the aim of enhancing students' ability to thrive in their understanding of the key geographical concepts of place, space, scale, interdependence, physical processes, environmental interaction, sustainable development, cultural understanding and diversity.

These are important as they will help our students have a better understanding for the wider world around them, how it functions and the implications human actions are having on the natural world.

These concepts are fundamental in becoming a successful geographer and to make the most out of GCSE and A level. The curriculum has been written with challenge in mind with the ambitions and expectations that students will take geography further. It has been influenced by the current KS5 and KS4 curriculums with the necessary skills and knowledge they need to be successful through their academic experience of the subject.

History

In Key Stage 3, we encourage a vibrant school community in raising their global awareness and cultural knowledge. History Curriculum at GCS is a vitally important and challenging phase of students' learning. It is designed to be ambitious, enjoyable and knowledge rich; sparking students' curiosity and passion for learning about the past. The overarching intention is that students become articulate and deeply knowledgeable subject specialists. Students are expected to write, speak and adopt the habits of historians, for example making substantiated judgements, having a deep respect for evidence and using academic vocabulary confidently.

The history curriculum is designed to ensure students develop the crucial subject-specific knowledge and disciplinary understanding and beyond by providing a solid foundation, embedding critical knowledge and skills and providing opportunities for students to problematise the discipline's second-order concepts: change and continuity, causation, significance, interpretations, evidence and diversity. As such, each unit is framed by an overarching, challenging enquiry question and lessons are sequenced and designed to ensure student make progress by acquiring the knowledge needed to answer that question effectively as a means of assessment. KS3 as a journey is a process of acquiring the knowledge, skills and habits of an expert historian. By the end of Key Stage Three we expect students to understand the significance of studying history, its relevance for understanding the world today and its importance in key areas such as developing tolerance, respect and understanding towards others.

Music

Playing an integral part of everyday life, music should be celebrated and studied thoroughly in school. In Music, students will explore a variety of mediums and genres, including rap, pop, and a variety of cinematic soundtracks, ranging from horror, science fiction, and animation.

In addition, the lessons will provide a strong cross curricular connection, as students will write lyrics to an original song, study and write music reviews and critiques, and finally use



professional software to compose their song, resulting in an individual album for each form group.

Physical Education

Physical Education aims to create active, healthy, confident individuals who enjoy taking part in physical activity and can make informed decisions about their own and others' performances. Students will develop knowledge of what it means to lead a healthy lifestyle as well as being able to work effectively as an individual and within in a team. By the end of KS3 pupils should have a basic understanding of skills, tactics and rules in a variety of sporting activities.

Ministry of Education Subjects

Arabic

The Ministry of Education has embarked on building the Arabic language curriculum scientifically, planned and studied in accordance with international standards in building curricula in an accumulative and conscious manner that considers its texts, themes and treatment are representative of the language competencies that a student of the twenty-first century must possess to be able to deal with the requirements of the times.

The Arabic language curriculum standards are divided into six areas: basics of reading, reading literary text, reading informational text, writing, listening and speaking.

At GFA we remove all obstacles our students might face and introduce them to the Arabic language curriculum in an interesting way that suits the requirements of the modern era, and enables the students to use the language in their daily life smoothly and effectively.

In Key Stages 3, students should show an understanding of the rules of the Arabic language and its literature, they should express themselves and the issues of their society, using the different types of literature such as story-telling, novels, poetry and using functional writing in the Arabic language to express oneself in different ways.

Curriculum Structure

1- Arabic for Native Speakers

The curriculum for native speakers focuses on comprehending both classical and modern Arabic texts, mastery of grammar, morphology, and syntax, and developing writing and creative expression. A critical analysis of Arabic literature, poetry, and integration with Islamic and UAE cultural contexts is also included.

2- Arabic for Non-Native Speakers

For non-native speakers, the curriculum emphasizes the acquisition of fundamental vocabulary and sentence structures. Students will develop basic reading, writing, listening, and speaking skills, with a strong focus on engaging them in real-life communication scenarios. Interactive and immersive learning strategies are used to facilitate rapid language acquisition.



Islamic

We recognise the importance of fostering religious and Islamic awareness among our Muslim students. Our qualified and experienced Islamic Education Faculty ensures students can grow spiritually and academically through modern teaching practices and role-modeling Islamic values. While Arabic Language and Islamic Education are distinct subjects, we regard both as equally important alongside other core subjects.

Islamic Education is introduced starting in Year 2 onwards. Islamic Education adheres to ADEK guidelines and uses the UAE Ministry of Education (MoE) curriculum, catering to Arab and non-Arab Muslim students. The curriculum is designed to understand Islamic teachings, moral conduct, and etiquette clearly. Students learn about Islamic traditions, including mosques and celebrations, and how Islamic values are woven into the daily lives of people in UAE. A significant focus of our Islamic Education program is teaching the Holy Qur'an. Students of all levels are prepared through various programs to achieve proficiency in reading and reciting the Qur'an, with opportunities to participate in Qur'an competitions.

Curriculum Structure

The curriculum structure of Islamic Studies is divided into key fields that provide a comprehensive understanding of Islamic teachings:

1. **Divine Revelation:** Focuses on the Quran and the Sunnah as the primary sources of revelation. Students study how revelation occurred and explore the differences between Quranic verses and Hadith, applying these teachings to daily life.
2. **Aqeedah (Belief System):** Covers core beliefs in Allah, angels, books, and the Day of Judgment, delving into the concept of Tawhid (monotheism) and the diverse interpretations of the Islamic creed.
3. **Islamic Values and Ethics:** Emphasizes values such as justice, mercy, respect, and tolerance, along with Islamic ethical standards for dealing with others.
4. **Islamic ruling (Fiqh):** Focuses on understanding legal rulings related to worship and social interactions, examining their underlying objectives (Maqasid), such as preserving religion, intellect, and dignity.
5. **Seerah (Biography of Prophet Muhammad - PBUH) and Historical Figures:** Explores the life and leadership of Prophet Muhammad (PBUH) and other influential Islamic figures, offering insight into how their character and actions shaped society.
6. **Identity and Contemporary Issues:** Discusses Islamic identity in the modern world, addressing contemporary challenges like technology and global values, as well as how to preserve Islamic values amidst these changes.



Social Studies A (Arabic) for Native Speakers

The UAE Social Studies curriculum provides students with a thorough understanding of the country's history, geography, culture, and governance. It aligns with the MoE framework to foster national pride and civic responsibility.

The curriculum aims to foster national identity and an appreciation of UAE heritage. It aims to develop students' knowledge of UAE geography, economy, and governance. The curriculum also promotes respect for cultural diversity and global citizenship.

Students will have a deeper understanding of social, political and economic systems, as well as an optimal understanding of events, trends, personalities, movements and historical movements, whether local, national or global, and they will learn local, national and global geography, and they will also understand how the concepts and principles of social studies contribute in explaining the behaviours of people, which prepares them for career and life-long learning experience. The new standards require students to understand the facts, concepts, principles, and perspectives that shape social studies majors.

They should have a deep knowledge of this information to better understand their world and surroundings, and they should be able to apply their new skills and knowledge in various situations and highly complex contexts. In order to prepare them for these future challenges, the Standards also require students to master the skill of critical thinking on various important issues.

The Social Studies Standards have been developed within a prescribed and sequential curriculum, beginning with Year 2 and up to Year Eleven, which provides students with powerful tools and methods for clear and disciplined thinking to help them achieve success in today's world that is described as a dynamic and changing world.

Curriculum Structure

The UAE Social Studies curriculum is organized into the following key areas:

- UAE History.
- Geography.
- Civics and Governance.
- Economy and Society.
- Cultural Awareness.

Moral Education (for Arabic Speaking Students)

The Moral Education curriculum for Years 2 to 6, aligned with UAE MOE standards, focuses on instilling core values such as respect, tolerance, integrity, and responsibility. It encourages ethical reasoning, empathy, and kindness, promoting inclusivity within the community. Students are taught to engage in responsible citizenship and develop emotional intelligence, leadership skills, and good character. The curriculum integrates critical thinking and reflection, helping students apply moral principles in real-life situations. Interactive learning activities, including discussions and group projects, foster



engagement. Community service projects provide practical opportunities to apply moral education, preparing students to be ethical, responsible citizens.

For students across the UAE, Moral Education helps to create a strong foundation of moral purpose, an ethical outlook, character development and an understanding of shared values of humanity. It will help prepare youth to compete in a rapidly changing environment and make meaningful contributions to society. The program also teaches students practical life skills that will encourage them to develop into well-adjusted adults.

Moral, Social and Cultural Studies (for Non-Arabic Speaking Students)

At GFA School, we recognize the essential role of Moral, Social, and Cultural Studies (MSC) in developing students' values, social awareness, and cultural understanding. This policy aligns with the UAE Moral, Social, and Cultural Studies Curriculum Standards and the UAE Vision 2031, fostering a sense of identity, social and ethical responsibility among students, and respect for the UAE's heritage and global diversity.

The MSCS curriculum instills UAE national identity, heritage, and values while fostering moral reasoning and ethical decision-making. It encourages social responsibility and civic engagement, empowering students to contribute to the UAE and the global community. Students develop respect for different perspectives through exposure to diverse cultures and sustainable development. The curriculum enhances critical thinking, problem-solving, and reflective learning, preparing students for real-world challenges. Ultimately, it shapes responsible, active citizens who uphold UAE values while embracing global awareness.

Curriculum Structure

The MSCS curriculum follows a structured framework comprising four core strands:

1- Moral Education:

- Ethical values and principles.
- Personal and community responsibilities.
- Digital citizenship and responsible online behavior.

2- Social Studies:

- UAE history, geography, and governance.
- Global connections and interdependence.
- Economic and environmental awareness.

3- Cultural Studies:

- Appreciation of UAE culture and traditions.
- Diversity and intercultural understanding.
- Contributions of different civilizations to human progress.

4- Civic Education:

- Rights and responsibilities of individuals and communities.
- Leadership and active participation in society.
- National and international law and governance structures.



PSHE (For non-Muslim Students)

In PSHE (Personal, social, health and economic education), students will learn about life. Students will be taught about three main topics, Health and wellbeing, Relationships and Community and Living in the wider world.

The PSHE curriculum has been devised to facilitate pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

Sustainability

Growing green minds: In the Early Years, our school plants the "Seeds of Sustainability," integrating environmental awareness into the British curriculum. From interdisciplinary approaches to hands-on learning experiences, foundational education becomes the fertile ground for cultivating eco-conscious minds. This represents a holistic approach to nurturing eco-conscious minds from the very beginning of their educational journey.

Environmental stewardship: Our school includes sustainability themes in various subjects. Mathematics, English, and other subjects become pathways for students to explore ecological responsibility, setting the stage for a comprehensive understanding of the connection between human actions and the environment. Education at GFA takes a leap beyond the classroom walls introducing specialised topics focused on environmental science, sustainable development, critical analysis and practical initiatives. Our students actively engage in eco-friendly projects, fostering a sense of responsibility for the planet.

Real-world applications: At GFA, we do not only teach our students theory but also practice by implementing eco-friendly infrastructure projects, waste reduction programmes, and community outreach activities for a more sustainable and resilient society. From gardening projects to recycling initiatives, students actively participate, reinforcing sustainability principles and shaping them into responsible citizens.