



**'Students achieving their full potential as active thinkers
and self-motivated, life-long learners within a supportive environment'**

Curriculum Policy

Reviewed by: SLT	Date: June 2025
To be reviewed:	Date: June 2026

Rationale

At Cambridge English School, we offer children a curriculum that prepares them for the opportunities and experiences of adult life. The National Curriculum (2014) defines what we teach for the Primary and Secondary stages. For the Early Years Foundation Stage (EYFS), we follow the Statutory Framework for the Early Years Foundation Stage (2021) and use the Development Matters (2021) for guidance to help meet the requirements of the EYFS Statutory Framework. When preparing our curriculum, we take into account the social, moral, geographical, and historical requirements of the region in which we live. It includes not only the formal requirements of the National Curriculum of England, but those of the Kuwait, Ministry, Arabic and Islamic curriculums also. Further amendments are made to the curriculum to best suit the needs of the learners.

Our aim is to provide a good education that will stand in comparison to other independent schools in Kuwait, in England, and anywhere in the world, so that any child, in any year group can access the same academic year group if they were to move on from Cambridge English School, therefore we assess our pupils against the age-related expectations of England.

At Cambridge English School, we strongly believe it is our duty to inspire and challenge all learners, to prepare them for the next key stage – the next step in their future – and to provide a modern curriculum where pupils can see the relevance of each subject and how these can help build their future. Our curriculum is designed to be broad and relevant. We want our pupils to be fully prepared for the responsibilities of later life in this rapidly changing world and to have the knowledge and skills to thrive in all areas. Therefore, we endeavor to create a curriculum that introduces the pupils to a wide range of experiences and promotes the social, moral, physical, and academic development of each pupil. We understand the importance of our pupils acquiring the fundamental British values of democracy, respect for British institutions and the rule of law and therefore hold numerous events throughout the year such as our democracy days and work closely with the School Council members. The school's core values are considered in the medium-term plans which include respect, responsibility, cooperation, resilience, tolerance, commitment and trust and are outlined in the long-term plan for assemblies also.

To enrich the curriculum for our children, we have themed days, weeks and months, daily assemblies, special assemblies, concerts, competitions, and we offer a range of educational trips and visits that support and enhance the children's learning.

The long-term plans detail the content and coverage of each topic. The medium-term plans provide a logical learning journey of progression. The weekly/daily plans allow for differentiation based on the continuous assessments by the teachers.

Considerable emphasis is placed on English within our curriculum, due to the high number of pupils with English as an Additional language. Our English curriculum ensures that children can develop in reading, speaking, listening, understanding, interpreting and in writing. Each year group has a library slot timetable each week and has access to thousands of books. Reading is promoted within the school with an emphasis on developing pleasure for reading.

In the Primary section, we use geographical/historical topic themes as a way of meeting the requirements of the National Curriculum (2014) and linking this theme across other subject areas to help deepen the understanding of the topics.

Mathematics may not necessarily be linked to the themed topic, but an emphasis is placed on pupils achieving confidence and competence in mathematics.

Science is another subject that may not always be linked to the topic, as we want our pupils to experience the necessary understanding and skills needed for each key stage.

Cambridge English School offers a range of subject specialisms from KG through to Year 12. This includes art, where children can create and use a wide range of materials and help develop an appreciation of art.

Years 3 to Year 9 are exposed to modern foreign languages, enabling them to communicate in certain situations. There is also an international themed week, where all Key Stages get the opportunity to develop their cultural appreciation of different countries.

KG through Year 11 is taught discreet ICT lessons. In EYFS and KS1, the schemes of work are linked to the topic as much as possible. The school has three ICT suites, and a computer area is set up within the library. In addition to this, the school has several iPads and laptops, to help ensure our pupils are up to date with technology and to allow ICT to be used within other subject areas. Every classroom is equipped with an interactive whiteboard (IWB) which allows for ICT to be used as integral parts of lessons and allows for teacher modelling of computer skills also. Computing is gradually being introduced to our pupils in a bid to ensure that our pupils are accessing the relevant computing curriculum needed to keep up with the future trends in education and the workplace.

Music is taught throughout the Primary (KG to Year 6) and all children can take part in special musical events and concerts throughout the year. Music is also offered to all pupils as part of the extracurricular activities provided.

PE is taught throughout the whole school as we believe it is important to teach children the importance of living a healthy lifestyle and encourage the understanding of the value of exercise. The school hosts a Healthy Living Week and Sports Week, whereby all activities are linked to the theme of supporting a healthy lifestyle. Children in Secondary can take part in friendly matches in neighbouring schools at several points in the school year. Playgrounds are also equipped with sporting facilities such as balls and hoops to allow children to practise the skills they have learned in their PE lessons.

Ultimately, we want our children to achieve their full potential and to develop into lifelong learners, active thinkers, and make contributions to society and the wider community in a positive way.

Appendix 1: Curriculum Delivery

Appendix 2: Organisation and Planning

Appendices 3 – 7: Detail the subject allocation for each department in the school

Appendix 8: Guidelines Issued by The Ministry of Private Education

Curriculum Delivery

The delivery of the curriculum shall foster student achievement. Therefore, at Cambridge English School Mangaf we:

- Ensure opportunities for success in all learning areas and skill areas of the National Curriculum of England.
- Give priority to literacy and numeracy.
- Report on progress and achievement of students and identify to the children and their parents the specific areas that they need to improve in.
- Identify students at risk of not achieving and implementing teaching and learning strategies to address needs. Extra support (e.g. Learning Support) and advice will be sought to assist in meeting the needs of individual children.
- Foster co-operative or team planning and assessment.

Aims:

We aim to produce happy, secure, well-balanced children who:

- Are proficient users of spoken and written English and Arabic for academic and social purposes, as well as for self-expression.
- Utilise their natural curiosity while developing sound research skills, within a safe and enjoyable learning environment.
- Demonstrate cultural awareness and sensitivity with respect to their own and others' cultures and religion.
- Display honesty, integrity, and justice as well as an understanding of the principles of moral reasoning.
- Are well balanced physically and mentally with well-developed self-esteem and self-confidence.
- Develop the ability to think in terms of academic success as well as creative expression through the Arts and physical activities.
- Are able to work independently and cooperatively with others, showing respect and sensitivity.
- Are active members of the school community.

- Are reflective and responsible in their own learning while being aware of their own strengths and weaknesses.
- Have an intrinsic desire to learn throughout their lives and have a set of core values which underpin their actions.
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We do this by:

- Creating a fun, stimulating, safe, and challenging learning environment.
- Reflecting our high expectations through our encouragement of independent learning and self-discipline.
- Establishing a mutually supportive partnership in which parents and staff share responsibility for the education of our children.
- Promoting awareness and respect for a diversity of cultures, values, beliefs and abilities.
- Working together to create a caring community of learners where every child feels safe and valued.
- Ensuring that all students have appropriate and equal access to the curriculum.
- Taking such steps as are reasonably practical to ensure that where political issues are brought to the attention of pupils:
 - While they attend the school or
 - While they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school or
 - In the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere
- Abiding by the Ministry of Private Education. (Appendix 8)

Appendix 2

Organisation and Planning

There are 3 phases to our planning:

- Long term plans for each year group and for each subject area. These indicate what topics will be taught in each block/term and to which groups of students.
- Medium term plans which detail the learning journey for each block of learning.
- Short term plans, which the teachers write on a weekly and daily basis. These set out the learning objectives and success criteria for the learning sessions and to identify resources and activities to be used, as well as any differentiation strategies and assessment opportunities there will be.

Cambridge English School recognises pupils as individuals and, as such, maximises each pupil's access to the curriculum and personalises their learning to enhance progress whilst offering a broad and balanced range of opportunities. The curriculum at Cambridge English School is designed to ensure that our pupils acquire the knowledge, skills and attitudes, which will equip them to enter further Education and the world of work.

As Literacy levels are the key issue affecting progress in all Key Stages, Literacy receives the greatest timetable share of all subjects. In addition, Literacy is a focus within all subjects as we feel it is every teacher's responsibility to promote Literacy. Key words are highlighted, displayed and taught interactively; meanings of key and command words are also interactively taught; staff expect pupils to write in full sentences wherever possible; displays are used to support Literacy development. Whole school reading strategies and catch-up classes, as appropriate, are also employed as well as clubs run to support student development.

To support the cultural ethos and follow the Ministry requirements, we timetable Arabic and Islamic studies from Reception through to Year 11.

Care is taken to ensure pupils are pursuing the correct academic pathway for their needs so that the options process in Year 9 is seen as a continuation rather than an abrupt change of direction.

The curriculum at Key Stage 4 shows flexibility designed to maximise the chance of pupils achieving success. There is clear communication between all Core subjects to ensure each child has the appropriate time in each subject in both Years 10 and 11. Likewise, Fast Track students will have a flexibility of timetabling which is used to maximise the opportunities of all to succeed and explore subjects at AS level.

All areas are required to regularly update their own pupil's progress; this is used to monitor pupil's progress against realistic but challenging target grades/levels or curriculum expectations. This ensures that all students are being appropriately targeted and offered support to maximise their performance.

Appendices 3 – 7 detail the subject allocation for each department in the school.

Appendix 3

Early Years (KG and Reception)

All students follow a weekly allocation of 25 or 50 minute lessons; the allocation of these lessons is highlighted in the table below:

Cross Curricular

	Arabic	Islamic	Literacy	Communication & Language	Math' s	ICT	Library	PE	Music	Circle Time	Assembly/ (Personal Social & Emotional Development)	Learning Through Play Activities	Understanding the World	Expressive Arts & Design	TOTAL
KG	1	2	7	5	1	1	2	1	5	5	10	3	3	46	
Rec.	2	2	7	5	1	1	2	1	5	5	10	3	2	46	

Pupils are assessed as either Emerging or Expected at various times of the year by the class teacher for all seven areas of learning.

At the end of the reception, teachers complete assessments on whether children have made a good level of development for the prime areas.

Appendix 4

KS1 and KS2

All students follow a weekly allocation of 50 or 25 minute lessons (11, 30 minute lessons per day); the allocation of these lessons is highlighted in the table below:

Year	Math's	Lit/ Topic.	Reading	Sci.	KSS	Art	Arabic	Isl.	ICT	Music	Library	PE	PSHE /Asse mbly	Total
1	9	11	4	3		2	10	5	2	4	1	2	2	55
2	9	11	4	3		2	10	5	2	4	1	2	2	55
3	11	10	5	3		2	10	5	2	2	1	2	2	55
4	11	10	5	3		2	10	5	2	2	1	2	2	55
5	10	9	5	3	2	2	10	5	2	2	1	1	2	55
6	11	10	5	4	2	2	8	4	2	2	1	1	2	55

Pupils are assessed as working at, beyond or towards expected standards. They are assessed at various times in the year by their class teacher.

Appendix 5

Years 7, 8 & 9 (Key Stage 3)

Core Subjects:

English, Mathematics and Science

Foundation/Additional Subjects:

Geography, History, KSS, Arabic, Islamic, PE, ICT, Art, and French. Supporting this is a pastoral programme which covers wider school issues and potential career progression.

All students follow a weekly allocation of 50 or 25 minute lessons; the allocation of these lessons is highlighted in the table below:

Year	Maths	English	Sci	Arabic	Islamic	KSS	ICT	Geog	Hist	Art	Music	French	S t u d y	PE	Tota l
7	10	10	8	8	4	1	2	2	2	2	2	2		2	55
8	10	10	8	8	4	1	2	2	2	2	2	2		2	55
9	10	10	9	8	4		2	2	2	2	2		2	2	55

Pupils are given grade levels by the teacher and ongoing assessment in all subjects. This is recorded centrally, once during and once at the end of each academic year. Through ongoing assessments, the data and levels the students obtain in this offer a clear guideline as to their future potential and the basis for the target grades for IGCSE each student will be set.

Appendix 6

Years 10 & 11 (Key Stage 4)

All pupils will study English and Mathematics to IGCSE and Arabic.

The hallmark of the Key Stage 4 curriculum is CHOICE. All pupils choose one subject from 4 option blocks.

In total, students are expected to study and achieve 8 IGCSE's over a two year period.

All students follow a weekly allocation of 55 30 minute lessons; the allocation of these lessons is highlighted in the table below:

Year	Maths	English	PE	Ministry Arabic & IG	Ministry Islamic or Business Studies	Option 1	Option 2	Option 3	Option 4	Study / Careers	Total
10	8	8	2	8	4	6	6	6	6	1	55
11	8	8	2	8	4	6	6	6	6	1	55

The two-year programme with four option blocks allows the students to choose from the following subjects:

Biology; Chemistry; Physics; Computer Science; ICT; History; Geography; Art; Business Studies; Economics.

The student's options are closely monitored against any potential career aspirations and curriculum coverage.

Appendix 7

Post 16 (AS and IAL)

Cambridge English School has developed a highly successful AS and IAL, providing a pathway into University.

Each subject chosen by the students is allocated 6 hours and students are encouraged to follow three AS level subjects. Non-contact time is managed to ensure that students are productive during this time whilst also being encouraged to get involved in supporting learners lower down in the school. Activities like these help the students develop additional skills and add another string to their bow on their Curriculum Vitae or applications.

KS5	English	Maths	Biology	Chemistry	Physics	Bus. St.	ICT
12	6	6	6	6	6	6	6

Appendix 8

GUIDELINES ISSUED BY THE MINISTRY OF PRIVATE EDUCATION

In accordance with the Ministry of Education's guidelines, please find below a detailed list of the types of books and/or materials to be excluded from the School's teaching materials and subjects. This includes but is not limited to classroom libraries, Library collection, textbooks & Scholastic orders.

I. Books with a Religious Domain that:

1. Personify God, messengers, prophets, angels and companions of the messengers
2. Distort the messengers, their families, disciples, and traditions
3. Allege religious mistreatment between Jews, Muslims and Christians
4. Assert religion as an instigator of aggression, terrorism, activism or invasion
5. Show places of worship in an inappropriate way
6. Claim Mohammed as the "founder" of Islam
7. Describe the immigration to Mecca as, "flight" or "escape"
8. Claim Mohammed was the author of the Quran, or calling the Quran the "teachings of Mohammed"
9. Claim that Islam and other religions were spread by force
10. Offend Islamic and other religions' traditions, the companions, scholars, and laws and legislators
11. Adopt missionary connotations when talking about religions
12. Teach Darwin's theory of evolution or the "Origins of Species"
13. Exaggerate the differences between religious sects in Islam and other religions
14. Spread information about witchcraft, reincarnation and the transmigration of souls
15. Rephrase the Quran or other religious books by adding verses and/or chapters to it

II. Books with a Political Domain:

1. View the Arab Israeli conflict with bias and/or sympathy towards Israel
2. Focus on Jewish persecution, during the holocaust, excluding the oppression of other races' by Hitler
3. Falsify and misinterpret the history of Arab countries
4. Denounce the policy of the State of Kuwait and its sovereignty and attack the GCC and Arab states
5. Rename the Arabian Gulf, the Persian Gulf
6. Claim the islands in the Arabian Gulf as Iranian territory
7. Claim Iran has sovereignty over the Kingdom of Bahrain

8. Distort Arab and Muslim history
9. Claim that the Crusades were caused by religious persecution of Muslims and/or Christians
10. Misinterpret Kuwait's relation with Arab and other countries

III. Books with a Cultural Domain:

1. Show naked or immoral pictures or photos
2. Contradict Islamic law
3. View marriage as solely a sexual relationship instead of a holy union
4. Condone the eating of pigs
5. Condone the consumption of liquor, alcohol, and drugs
6. Divide or split the social unity of society