

POLICY	Owner	PRINCIPAL
4.1 CURRICULUM	ID (Version)	002
	Published	Sept 1 st 2026
	Valid Until	Aug 31 st 2027



Dubai British School Emirates Hills

Curriculum Policy 2026 – 2027

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1. POLICY STATEMENT

Dubai British School Emirates Hills is committed to delivering a curriculum that is ambitious, knowledge-rich and future-focused. Our goal is to equip every student with the intellectual foundations, critical thinking skills and adaptability needed to thrive in an ever-changing global landscape. While upholding British and local values, we foster curiosity, character development and wellbeing as central to cultivating a love of learning. Through a rigorous and innovative curriculum, we provide authentic opportunities for students to transfer their learning into real-world contexts, enabling them to make a meaningful impact locally, regionally and globally.

2. BELIEFS

We believe that:

- Every child can thrive when provided with a challenging, supportive and inclusive learning environment.
- Academic excellence is fundamental to our learning community, forming the cornerstone of high expectations and achievement.
- A knowledge-rich curriculum empowers students to think critically, creatively and independently.
- Curiosity and a love of learning are nurtured through enquiry, authentic experiences, high quality relationships and connectedness to the world around us.
- Character development and wellbeing are interrelated outcomes essential for holistic growth.
- Learning should be life-wide, extending beyond the classroom into social, cultural, and personal domains.
- Curriculum innovation and careful planning ensure relevance and responsiveness to local and global contexts.
- Collaboration with families and community strengthens engagement and shared responsibility for learning.
- Diversity and inclusion are celebrated as unique opportunities to enrich learning and foster respect.
- Students should have opportunities to create impact within their local, regional, and global environments and reflect on these experiences to deepen understanding.

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3. STANDARDS

- We will align our work to DBSEH's Target 2030 compass—People, Purpose, Partnerships, Progress—so that learning leads to enduring impact for students and our community.
- The school will uphold British educational standards described by the National Curriculum for England while integrating local cultural values in curriculum selection, planning, pedagogy and community engagement.
- Leaders will ensure academic excellence remains fundamental, setting high expectations, monitoring progress, and publishing annual reports against Target 2030 indicators (e.g., mission-linked learning, impact evaluation, enrichment access).
- The school will design and implement a knowledge-rich, ambitious, and future-focused curriculum, with authentic transfer into real contexts as a planned outcome of every key stage. Heads of Department will evidence these mission links within schemes of work and unit plans.
- Educators will nurture curiosity and a love of learning by embedding student co-design opportunities (e.g., Student Enrichment Councils) and by using agreed tools to evaluate the quality of student agency and impact.
- Leaders will embed character development and wellbeing across subjects and PSHE, including service-learning progression from local to global engagement.
- The school will provide life-wide learning through scheduled enrichment opportunities and off-site experiences, reviewed regularly to ensure balance with core academic priorities.
- Curriculum leaders will curate innovative, carefully structured programmes, assuring progression, coherence and flexibility for personalised pathways
- Leaders will guarantee equitable access to enrichment, removing barriers related to cost, safeguarding and logistics for local, regional, and international opportunities.
- Senior Leaders will invest in people, protecting CPD time, implementing a professional learning framework, and providing coaching/peer learning and leadership pathways that drive retention, excellence, and innovation.
- The school will maintain a continuous review and improvement cycle, aligning improvement planning to Target 2030 (People, Purpose, Partnerships, Progress) and reporting annually to stakeholders on progress and impact.

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4. GUIDELINES

- Faculties/departments/ year groups will endeavour to include authentic, real-world applications in schemes of work and use the Target 2030 evaluation framework and tools to monitor impact.
- Leaders will establish and support Student Enrichment Councils and digital platforms for student-led initiatives, ensuring co-design opportunities are embedded in enrichment planning.
- Leaders will endeavour to protect CPD time, implement a professional learning framework, and provide coaching and leadership pathways aligned with Target 2030 priorities.
- Leaders will collect evidence of mission-linked activities, enrichment impact, and CPD engagement, and share annual progress reports with stakeholders.

5. RELATED DOCUMENTS

Document Title
Student Awards Policy
Academic Honesty Policy
Assessment Policy and Procedures
Teaching and Learning Policy
Inclusion Policy

6. ABBREVIATIONS AND DEFINITIONS

Abbreviation / Term	Description / Definition
DBSEH,	Dubai British School Emirates Hills
PSHE	Personal, Social, Health and Economic Education
CPD	Continuous Professional Development

7. AUTHORISATION HISTORY

Authority	Signature	Date
Owner		

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Authority	Signature	Date
Principal	B Girven	Sept 1 st 2026