

Curriculum Policy

Pristine Pathways

Nurturing every Pristinian to be happy, aspirational and future ready.

Pristine is totally committed to nurture every child through effective delivery of curriculum that allows breadth and depth of learning, offering challenge, and enjoyment, personalisation and choice, increasing student's abilities to learn for themselves, build self-esteem and promote the development of positive attitudes to lifelong learning with a growth-mindset.

Our curriculum, Pristine Pathways, drives us to engage children in **Amazing Learning** experiences that empower them to make informed choices for futuristic learning and successful lives. We focus relentlessly on each child's ability to amaze themselves and inspire others. This is achieved through providing personalized learning opportunities, emphasizing active engagement, setting high expectations, promoting a love of learning, and preparing students for the future.

Pristine Pathways		
<i>Nurturing Every Pristinian to be Happy, Aspirational & Future Ready</i>		
LEARNING COMPETENCIES	LIFE COMPETENCIES	
Active Learning Creativity & Innovation Critical Thinking & Problem Solving Communicative Competence Creative Collaboration Digital Literacy Lifelong Learning	"Whole" Learner (health, wellness, financial and environmental literacy) Effective Relationships (with self and others, community connections) Global Citizenship (Empathy, Diversity, Tolerance)	
Our Enrichment Themes		
Happy&Healthy@Pristine <i>Live Safe, Healthy and Fulfilling Lives.</i>	Greener&Smarter@Pristine <i>Drive Change; Think Sustainability</i>	Safer&Stronger@Pristine <i>It's a Shared World.</i>

The *Pristine Principles* that guide our teaching and learning programme is underpinned by



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our Curriculum Drivers, *Enterprise and Possibilities, Pristine's Innovision and the Pristine Core Values.*

We strive to provide a curriculum that:

- ensures opportunity of attainment at the highest level through continuity and progression;
- Support personalized learning paths that cater to individual student needs and interests. Utilize adaptive learning technologies, differentiated instruction, and flexible learning environments to accommodate diverse learning styles.
- creates and maintains a stimulating and innovative learning environment, including rich opportunities for experiential and project-based activities.
- ensures challenge and support to develop critical and creative thinking, and information processing;
- recognises the crucial role which parents play in their children's education and makes every effort to encourage parental involvement in the educational process
- Foster global perspective and cultural competence by incorporating diverse perspectives and global issues into the curriculum.

Through our Curriculum, we nurture all Pristinians to: -

- access a rich and balanced curriculum that provides choices and challenge, encouraging creativity and self-expression.
- be engaged, embrace learning and are empowered to take their learning forward.
- be enthusiastic, enterprising and eager to put their best into all activities with a 'can do' attitude;
- take risks and aim to develop a culture of excellence in which students challenge themselves to achieve highly;
- develop an enquiring mind and scientific approach to problems in learning and life;
- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and collaboratively;
- be accomplished problem solvers and innovators, who "*Dream, Discover, Design*", confident in their abilities to lead and with empathy and respect for the views, and potential of others;
- engage in art/craft, music, drama, enabling them to develop their innate talent and creativity;
- develop agility, physical co-ordination and confidence in and through movement;
- acquire PPS core values to grow as committed compassionate individuals, develop tolerance, respecting diversity and global citizenship;
- be career ready with vocational skills, practical training, and opportunities of internships or apprenticeships.



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- be **data literate** equipping them with the ability to critically evaluate information, make informed decisions, and understand the ethical implications of data use.
- Reflect on their learning experiences, set goals and track their progress;

We believe that Pristine Core Values, our Curriculum Drivers, and Innovision personalise our curriculum and develop the whole child in order to prepare them for life beyond school.

PRISTINE CORE VALUES

Our Core Values drives the guiding philosophy of our ‘Whole Learner’ approach to education in our planned curriculum, in our school life and beyond.

Compassion, Diversity, Leadership, Honesty, Critical Thinking, Innovation, Future Ready, Excellence, Dedication

CURRICULUM DRIVERS

Enterprise	Possibilities
<p>Enterprise encourages all children to learn and develop in a way that meets their needs and develops skills for learning, skills for life and skills for work. It shapes in them the ability to innovate, create, risk manage and risk take, develop a ‘can-do’ attitude and a drive to make things happen.</p> <p>All areas of the curriculum provide our children:</p> <ul style="list-style-type: none"> • opportunities to think and act in enterprising ways • a clear focus on core and employability skills • technological competence, work in partnerships and take responsibility • opportunities for work-related / entrepreneurial experiences • financial awareness and responsibility • positive attitudes- to be self-motivated and self-manage 	<p>The idea of ‘possibilities’ enables ‘thinking out of the box’, creative and innovative ideas- there is never just one way to do something!</p> <p>Possibilities is about taking an open-minded approach to teaching and learning and encourages all children to learn and develop in a way that enables them to steer their own learning journey by:</p> <ul style="list-style-type: none"> • Enabling children to be open minded and resilient learners • Inspiring children to broaden their horizons through exposure to a wide range of life possibilities; • Provide opportunities for children to ask and answer big questions, Why? What if?, and make choices. • Develop the skills of questioning, reasoning and justifying; • Encouraging enterprise;



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|---|---|
| <ul style="list-style-type: none">• opportunities for students to develop skills such as problem solving, decision making and evaluating risks• love for life-long learning and take pride in their efforts• experiences to develop resilient attitudes | <ul style="list-style-type: none">• Looking at different opportunities and career prospects and meeting people in the world of work• and understand rights and responsibilities. |
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INNOVISION

DREAM- DISCOVER -DESIGN

Own Your Future

We enable children to have big **dreams**, believe in themselves, explore and **discover** the world they live in, **design** innovative and creative solutions for problems, preparing them for the next steps and teaching them to be lifelong learners who **Own their Future**.

CURRICULUM STRUCTURE

The content of the curriculum draws upon, but is not limited to, the areas of learning and experience outlined in statutory frameworks. The curriculum is designed to be rich and varied, interdisciplinary and experiential, with flexibility to innovate and move beyond learning in the classroom. Opportunities to promote child welfare, safety and personal, social, environmental, social and spiritual development are pursued actively in all aspects of the curriculum.

Statutory Requirements

We fulfil all the requirements of the Early Years Foundation Stage, National Curriculum (Years1- 6). Cambridge Assessment International Education, Pearson and UAE Ministry of Education (for Arabic, Islamic Education, National Education and Social Studies and Moral Education).

The secondary school offers the following programmes under the CAIE:

- Cambridge Lower Secondary – (Years 7- 9)
- Cambridge Upper Secondary – (Years 10-11) leading to Cambridge IGCSE
- Cambridge Advanced – (AS and A Levels)
- Pearson Edexcel (Years 10-11) leading Pearson IGCSE
- Pearson Edexcel Advanced (AS and A Levels)
- Pearson BTEC

Curriculum Time Allocation

Foundation Stage



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Foundation Stage	Minutes per week	
	FS 1	FS 2
Arabic as an additional language	-	30
English	380	410
Science	-	-
STEM	-	-
Mathematics	200	200
Understanding the World	170	140
Physical Education	240	240
Music	60	60
Wellbeing	30	30
Free Choice Time	120	120

Primary (Year 1- 6)

PRIMARY	Minutes per week					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Subjects						
English	480	360	345	345	330	330
Library			45	45	45	45
Maths	240	240	330	330	330	330
Science	180	180	180	180	180	180
Arabic A	NA	240	240	240	200	200
Arabic B	40	160	165	165	165	165
Arabic Islamic	NA	120	120	120	90	90
Isl.Ed/VE		120/80	120	90	90	90



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Humanities (MSCS, Hist&Geo)		80	150	150	150	150
Computing	90	80	60	60	90	90
PE/Swimming	120	80	90	90	90	90
Art	80	80	90	90	60	60
Music	80	40	60	60	45	45
Wellness	40	40	45	45	45	45
MFL	NA	NA	NA	30	60	60
Free Choice Time	120	120	NA			
Understanding the World	80	NA	NA			
STEM	90	80				

Secondary (Year 7 – Year 13)

Subject	Minutes per week						
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Arabic A/B	200/160	160	160	160	160	160	160
Islamic/ VE / Arb. Isl.	80	80	80	80	80	80	80
FLE/ESL	NA	NA	NA	160	160	NA	NA
Eng. Lang	NA	NA	NA	NA	NA	320	320
English	280	280	280	NA	NA	NA	NA
Library	40	40	40	NA	NA	NA	NA
Math	240	240	240	240	240	320	320
Computing	160	160	160	NA	NA	NA	NA
ICT / CS	NA	NA	NA	160	160	320	320
MSC	80	80	80	80	80	120	120
Science	240	240	240	NA	NA	NA	NA
Chem / Bus Std	NA	NA	NA	160	160	320	320
Bio/ Eco	NA	NA	NA	160	160	320	320
Phy/ Accounts	NA	NA	NA	160	160	320	320



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History	40	40	40	NA	NA	NA	NA
Geography	80	80	80	0	NA	NA	NA
EMT	NA	NA	NA	120	160	NA	NA
Eng. Literature	NA	NA	NA	120	160	NA	NA
Art & Design	80	40	40	120	160	NA	NA
MFL	80	80	80	120	160	NA	NA
Edexcel Commerce / Combined Science	NA	NA	NA	120	160	NA	NA
Psychology	NA	NA	NA	120	160	320	320
C.C	NA	NA	NA	NA	40	40	40
PE	80	80	80	40	40	80	80
Wellness	40	40	40	0	40	40	40
Btec Level 2	NA	NA	NA	160	160	NA	NA
Btec Level 3	NA	NA	NA	NA	NA	320	320
Travel Tourism	NA	NA	NA	160	160	320	320

Schemes of Work

Schemes of work are planned and developed by Curriculum/Subject Leaders and subject teams, taking account of the guidance within the Teaching & Learning Policy and with regard to:

- Requirements of the EYFS, National Curriculum framework, IGCSE and GCE AS and A level curriculum framework.
- Requirements of the MoE framework for Arabic, Islamic Education, and UAE National Education and Social Studies and Moral Education.
- Special Educational Needs and Gifted & Talented provision
- Whole school policies and practices on assessment, differentiation, use of technology in learning and teaching.
- Cross curricular links are made between subjects where appropriate and opportunities for development of key skills are provided across the curriculum

PERSONALISATION WITH CHALLENGE AND SUPPORT

Curriculum design incorporates extension and challenge activities strategically, with effective personalisation, providing opportunities for more and exceptionally able students to delve deeper into the subject matter, building depth and Positive Learning Struggle.

The curriculum sets high expectations for all students, with teachers adopting Teaching to the Top. Effective scaffolding is employed to provide the necessary support, ensuring that students can successfully navigate challenging content.



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ASSESSMENT

It is vital for assessment to underpin everything that is delivered in the curriculum. Assessment will be both formative and summative and will be shared with students at every stage. Accurate assessment not only enables teachers to select what they are going to teach and the appropriate level but enables students to understand what they need to do to improve and achieve their goals and to improve their self-esteem.

Refer Assessment Policy

WELLBEING CURRICULUM

- The school's Positive Education Enhanced Curriculum enables students to learn about and practice important skills, that develops key attributes contributing to their wellbeing.
- Outstanding provisions are in place, ensuring wellbeing of all stakeholders with a focus on Wellbeing Motto Embrace, Engage and Empower.

TRANSITION

The Senior Management Team leads the Transitions, working to ensure effective transitions between the phases. The SENDCo and team key roles in planning and monitoring the personalised transfer process for students with special educational needs.

ENRICHMENT OPPORTUNITIES

External links enrich and enhance learning allowing students to make a positive contribution to our local, national & and international community . Enrichment opportunities are an integral part of Our curriculum includes opportunities for informal learning in a range of settings such as clubs and communities as well as edutainment field trips which include both local and international field trips.

MANAGEMENT, MONITORING AND EVALUATION

HODs and Curriculum Co-ordinators in conjunction with the Senior Management Team and colleagues throughout the school are responsible for reviewing and monitoring the curriculum with reference to balance, breadth and relevance for individual student and with reference to the issues of vertical and horizontal progression and continuity for all students throughout all stages in their school career

Overall responsibility for the curriculum at Pristine Private School rests with the Senior Leadership Team. The SLT members are responsible for day-to-day decisions about the management of the curriculum of the school.

The SLT has particular responsibility for development of the curriculum and for overseeing the effective delivery of the curriculum, which is integral to the maintenance of high standards of





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monitoring and evaluation. Planning is overseen by subject co-ordinators and phase heads where appropriate.

Subject co-ordinators carry out an annual review and subject audit to create development plans and budget requests for the following year.

This policy is to be read in conjunction with these further policies:

- Teaching and Learning Policy
- EYFS Policy
- Assessment policy
- Marking & Work Presentation Policy
- Homework Policy
- Inclusion Policy
- Gifted, Talented & More Able Policy
- Wellbeing Policy

In order to progress, the above should be underpinned by adherence to Attendance, and Behaviour Policies and communicated to all members of the learning partnership formed between Pristine, Teachers and Parents/Carers.

Policy Details	Curriculum Policy
Version Date	August 2023
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