Effective From	**AY 2025/26 (Fall term) as per MoE (2025) Implementation Timeline**
Compliance From	**AY 2026/27**

SCHOOL **POLICY**

on

KG MOE SUBJECTS

Introduction

Arabic Language, Islamic Studies, and Social Studies are subjects that play a crucial role in preserving the nation's linguistic heritage and cultural identity. To build on children's initial exposure to Arabic and UAE culture, which is now mandated in Early Education Institutions (EEI), and to foster their readiness for the MoE subjects, which traditionally began in Grade 1/Year 2, this policy outlines the basic requirements for teaching the MoE subjects in the Kindergarten (KG) cycle (Pre-KG/FS1-KG2/Y1) in schools in line with the *Mandatory Subjects Guide in Private Kindergartens* (MoE, 2025).

Purpose

- Mandate the teaching of the MoE subjects in KG.
- Define standards and learning outcomes for MoE subjects that schools are expected to meet, while providing autonomy for schools to choose their own resources.
- Define minimum instructional time requirements for the MoE subjects.
- Obligate schools to facilitate the engagement of parents in supporting their child's MoE subject-based learning.

Definitions

Additional Learning Needs	Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). For example, a student with restricted mobility may require lesson accommodation to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sitting in the front of the class to be able to lip read) to access learning.
Arabic A	Arabic language curriculum dedicated to students who are Arab Nationals, or who possess language proficiency levels equivalent to that of a native speaker.
Arabic B	Arabic language curriculum dedicated to students who are not Arab Nationals, or who do not possess language proficiency levels equivalent to that of a native speaker.
Assessment	Any quantitative or qualitative information, scores, results, or indicators obtained through an evaluation that forms the body of evidence to inform decision-making.
Clinical Assessment Report	A report arising from assessment of a student, conducted by a clinical psychologist, education psychologist, speech and language pathologist, doctor, or other suitably qualified professional.
Continuous Professional Development (CPD)	All activities undertaken by staff to improve their knowledge, skills, competencies, and performance on a regular basis. CPD includes in-person training, online training (synchronous or asynchronous), coursework, short certificate and degree programs, mentorship programs, peer/ collaborative learning, academic conferences, research projects, observational visits, and community programs to share teaching best practices. CPD excludes planning hours and general staff meetings.
Curriculum	The intended, enacted, assessed, and learned academic content based on national standards of the relevant Department/Ministry of Education facilitated in a school. Curriculum typically refers to the academic content, concepts, and skills students are expected to master. This includes the learning standards or learning objectives

	and the instructional materials used to deliver the academic content within a defined period of time.
Cycle	A stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (Pre-KG/FS1-KG2/Y1), Cycle 1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7- G8/Y9), and Cycle 3 (G9/Y10-G12/Y13). Private schools teaching Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8), and Cycle 3 (G9-G12).
MoE Subjects	The mandatory subjects that all private and charter schools in the UAE are required to teach as per the Ministry of Education's requirements. For KG, this includes Arabic Language, Islamic Studies, and Social Studies as per the *Mandatory Subjects Guide in Private Kindergartens* (MoE, 2025).
Native Speaker	A person who has acquired Arabic as a first language (since early childhood), and Arabic is usually the primary language of communication in his/her home or community.
Non-Native Speaker	A person who did not acquire Arabic naturally as a first language in childhood. It refers to learning Arabic as a second or additional language.
Qualification	A credential (such as a certificate, diploma, or degree) attesting to an individual's achievement of a set of learning outcomes as defined by the qualification awarding body.
Staff	An individual employed by a school on a remunerated contractual basis regardless of employment mode (internal, external/third-party, etc.).

Policy

1. General Requirements

1.1 Scope: This policy is applicable to all charter and private schools in Abu Dhabi from Pre-KG/FS1 to KG2/Year 1.

1.2 School Policy: Schools shall develop and implement a KG MoE Subjects Policy and communicate this actively to the whole school community. Schools shall also ensure their policy is available on their school website in both Arabic and English or their language of instruction. The policy shall include the following at a minimum:

1. Approaches to teaching the MoE subjects in KG.
2. Applicability to all grade levels in KG (Pre-KG/FS1 – KG2/Y1).
3. Specification of the instruction periods (time allocation) for the MoE subjects.
4. Identification of assessment methods appropriate to students' age, grade, or proficiency level.
5. Alignment with ADEK policies.

1.3 Alignment with MoE Requirements: Both private and charter schools shall meet all the obligations outlined in the "Private School Obligations" section in the *Mandatory Subjects Guide in Private Kindergartens* (MoE, 2025).

2. Learning Outcomes

2.1 Alignment of Curriculum: Schools shall implement the MoE subjects in alignment with the standards and learning outcomes of the MoE learning frameworks. Schools shall incorporate these learning outcomes into their official academic plans and document them within weekly schedules.

2.2 Curriculum Mapping: Schools shall develop a curriculum mapping planner, aligned to the MoE learning frameworks, which includes, but is not limited to, year/unit planners and lesson planners.

2.3 Learning Resources for MoE Subjects: Schools shall select educational resources considered suitable for achieving the desired learning outcomes of the MoE subjects, in line with the *Mandatory Subjects Guide in Private Kindergartens* (MoE, 2025) and the *ADEK School Cultural Consideration Policy*.

2.4 Integration of MoE Subjects with the School's Curriculum: Schools shall ensure that the MoE subjects teaching is considered an integral part of their educational provision and is aligned with their own curricular requirements and approaches to teaching and learning.

1. A MoE subjects curriculum plan shall be developed jointly with the curriculum teaching team, to align with topics, concepts, themes, and objectives to promote interdisciplinary learning.

2. MoE subject teachers in KG/FS 2 -Year 1 shall meet regularly with Class Teachers (and Inclusion Teachers where appropriate) to discuss individual student progress and exchange teaching methods and pedagogies to support each student.

3. MoE subject teachers shall be included in all continuous professional development (CPD) activities related to improving the teaching staff's pedagogical approaches.

3. Arabic Language Streams

3.1 Stream Allocation: Schools shall allocate students to streams as per Table 1. Arabic Language Stream Allocation.

Table 1. Arabic Language Stream Allocation

Grade/Year	Stream	
Pre-KG/FS1	**Arabic A** • Arab Nationals • Non-Arab Nationals	
KG1/FS2 – KG2/Y1	**Arabic A** • Arab Nationals	**Arabic B** • Non-Arab Nationals

1. Arabic Language for Pre-KG/FS1: Arabic Language is mandatory beginning in Pre-KG/FS1. In this grade level, all students shall be immersed in Arabic language learning in a single stream.

2. Arabic Language for KG1/FS2 and KG2/Y1: Students shall be allocated based on their nationality as per the MoE requirements (MoE, 2025). However, Arabic language teachers shall recommend Arabic A to parents of Non-Arab nationals with high levels of Arabic language proficiency.

3. Exemption from Streaming: The Arabic Language Stream Allocation model is not mandatory for schools who have less than 10 students (from either stream) in a grade level. However, schools are fully responsible for delivering a high-quality differentiated curriculum and instruction, catering to the learning needs of every student (including students with additional learning needs) to ensure that they meet the *Mandatory Subjects Guide in Private Kindergartens* (MoE, 2025).

3.2 Stream Switch: Schools shall authorize the switching of streams as per the following conditions:

1. Arab Nationals are not authorized to switch streams. However, students with additional learning needs who have severe linguistic difficulties are authorized to do so, subject to ADEK approval, ensuring the submission of relevant clinical assessment reports.

2. Non-Arab National students are authorized to switch streams if requested by parents and approved by the school (based on proficiency).

3.3 Arabic Language Support: Students across all grades shall additionally be offered an Arabic language intervention, if required, to provide them with language support, as required.

4. Time Allocation of the MoE Subjects

4.1 The teaching of MoE subjects shall be implemented as per Table 2. Minimum Instructional Time Allocation by MoE Subject:

Table 2. Minimum Instructional Time Allocation by MoE Subject

Subject	Target Group	Weekly Duration	Details
Arabic Language	• Arab Nationals *(Arabic A)* • Non-Arab Nationals *(Arabic B)*	200 min	• 40 min/day (5 days a week) • 300 min/week (60 min/day) by AY 2027/28
Islamic Studies	• Muslim Arab Nationals *(in Arabic)* • Muslim Non-Arab Nationals *(in school's approved language of instruction)*	90 min	Options: 1. Three 30-min sessions per week 2. Two 45-min sessions per week
Social Studies	• All students	Integrated approach	Embedded across other subjects within daily educational activities and classroom routines, both inside and outside the classroom.

Source: Adapted from *Mandatory Subjects Guide in Private Kindergartens* (MoE, 2025)

1. Arabic Language for Pre-KG/FS1 shall be a single immersive stream as per Table 1. Arabic Language Stream Allocation.

2. Islamic Studies is recommended, but not mandatory for Pre-KG/FS1.

3. Islamic Studies for Stream Switchers in KG1/FS2 – KG2/Y1:

a. For Non-Arab Nationals who switched to Arabic A, if they are also Muslim, they shall be allocated to Islamic Studies in Arabic.

b. For Arab Nationals who received special exemption to switch to Arabic B, if they are also Muslim, they shall be allocated to Islamic Studies in the school's language of instruction.

5. Teaching and Learning Approach

5.1 Teaching Approach: Schools shall utilize innovative, holistic, play-based, and inquiry-based approaches with rich, authentic, relevant, age-appropriate, and culturally suitable resources to ensure the delivery of the MoE subjects, in line with the MoE

learning frameworks, the *ADEK School Curriculum Policy,* and the *ADEK Cultural Consideration Policy*.

5.2 Literacy Approach: Teachers shall adopt appropriate literacy approaches and resources which meet the learning needs of all their students, whether they are native or non-native speakers.

5.3 Language of Instruction: Arabic teachers, teaching both Arabic A and B, shall commit to exclusively using and encouraging students to be taught Standard Modern Arabic ("*faseeha*").

5.4 Integration of UAE Social Studies Across the Curriculum: Schools shall adopt an appropriate integration model that aligns with their curriculum framework to effectively embed the UAE Social Studies learning outcomes across relevant subjects. Schools must demonstrate this integration through comprehensive evidence within the written, taught, and assessed curriculum.

6. Assessment

6.1 Assessments: Schools shall adhere to the *ADEK School Assessment Policy* for the implementation of internal assessments (i.e., formative assessments, developmental screenings, observational assessments). Assessments shall be aligned with the MoE standards and learning outcomes (included in MoE learning frameworks) and shall be appropriate for each age group/developmental stage.

6.2 Placement Tests: Schools shall develop and administer placement tests to determine Arabic language proficiency for students seeking to switch streams.

7. Teacher Qualifications

7.1 Requirements for MoE Subject Teachers: Schools shall hire Class or Subject teachers who meet the minimum eligibility requirements, in line with the *ADEK School Staff Eligibility Policy*. In addition, the following shall apply:

1. Eligibility to Teach Arabic A: Only native speakers are authorized to teach Arabic A.

2. Eligibility to Teach Arabic B: Both native speakers and non-native speakers are authorized to teach Arabic B, subject to the school ensuring that they possess native-speaker level of fluency and the ability to teach Arabic as an additional language.

3. Eligibility to Teach Islamic Studies: For the teaching of Islamic Studies in both Arabic and the school's approved language of instruction, teachers shall be Muslim and have high proficiency in Quran recitation and Islamic Studies knowledge based on the MOE learning frameworks.

8. CPD Opportunities for MoE Subject Teachers

8.1 CPD: Schools shall comply with the *ADEK School Quality Assurance Policy* to ensure that all teaching staff complete at least 75 hours of CPD annually at no cost to them.

1. Schools shall identify, monitor, and assess the annual CPD requirements specifically for MoE subject teachers in line with the *ADEK School Quality Assurance Policy*.

2. Schools shall align their CPD plans to prepare teachers to facilitate the delivery of the *standards and learning outcomes* of the MoE learning frameworks.

3. Schools shall provide training in multilingual teaching strategies and culturally responsive practices to equip Arabic language teachers with the skills needed to effectively support students in both streams.

9. Parent Engagement

9.1 Schools shall develop strategies to engage parents in supporting their child's learning of MoE subjects, including communicating learning outcomes on a regular basis (e.g., weekly newsletter) and encouraging Arabic language learning at home.

9.2 Schools are authorized and encouraged to distribute translated instructional materials to students to enable parents to engage with and assist students with their Arabic language learning at home.

9.3 Schools shall deliver MoE subject-related activities and events and ensure opportunities are offered to all students and their parents to actively encourage participation.

10. Compliance

10.1 This policy shall be effective as of the start of the AY 2025/26 (Fall term) or AY 2026/27 for schools whose academic year begins in April. Schools shall comply with the implementation timeline in *Mandatory Subjects Guide in Private Kindergartens* (MoE, 2025) and are expected to be fully compliant with this policy by AY 2026/27 (Fall term).

10.2 Failure to comply with this policy shall be subject to legal accountability and penalties in accordance with ADEK's regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments or any other relevant law. ADEK reserves the right to intervene where the school is found to be in violation of its obligations.

References

- Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments.
- Ministry of Education (MoE). (2025). *Mandatory Subjects Guide in Private Kindergartens*.

Publication

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Department of Education and Knowledge, Abu Dhabi (ADEK)

This policy applies to Private and Charter Schools in Abu Dhabi. However, any circular issued prior to this policy or issued specifically for Charter Schools thereafter supersedes the requirements of this policy.

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