



Subject	MoE Subjects at KG Level – School policy
Evaluation& Review:	August 2025, August 2026 Next review : August 2027
Rationale:	As per the recent notification from the ADEK, a comprehensive plan for implementing the MoE subjects in KG classes have been worked out and put into practice.

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 : GES Shall

- 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.

Policy 1. General Requirements

1.1 School Policy: GES shall develop and implement a KG MoE Subjects Policy and communicate this actively to the whole school community.

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

2.2 Curriculum Mapping: GES 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: GES 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: GES 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: GES shall allocate students to streams as per Table 1. *Arabic Language Stream Allocation*.

Table 1. Arabic Language Stream Allocation

Grade	Stream	Stream
KG1/FS2- KG2/Y1	Arabic A	Arabic B
	Arab Nationals	Non-Arab Nationals

1. Arabic Language for KG1/FS2 and KG2/Y1: GES shall allocate students 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, GES

is 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: GES shall authorize the switching of streams as per the following conditions:

1. Arab Nationals are not permitted 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: GES shall offer an Arabic language intervention, to students across all grades 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
KG1/FS2 Arabic Language	Arab Nationals (Arabic A) Non-Arab Nationals (Arabic B)	200 min	45 minutes/day (5 days a week)
KG1/FS2 Islamic Studies	Muslim Arab Nationals (in Arabic) •Muslim Non-Arab Nationals (In English Language)	90 min	Two 45-min sessions per week
KG1/FS2 Social Studies	All students	Integrated approach	Embedded across other subjects within daily educational activities and classroom routines, both inside and outside the classroom.

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: GES 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](#). At this stage, children learn best through hands-on experiences, songs, stories, and exploration, rather than formal instruction.

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

Approaches shall include:

- Storytelling and Picture Reading:
- Phonics and Sound Awareness:
- Role Play and Dramatization:
- Drawing
- Interactive Circle Time:

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: GES shall adopt an appropriate integration model that aligns with their curriculum framework to effectively embed the UAE Social Studies learning outcomes across relevant subjects.

GES shall demonstrate this integration through comprehensive evidence within the written, taught, and assessed curriculum.

6. Assessment

6.1 Assessments: GES shall adhere to [the ADEK School Assessment Policy](#) for the implementation of internal assessments (i.e., formative assessments, developmental screenings and 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: GES 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: GES has hired Class or Subject teachers who meet the minimum eligibility requirements, in line with the [ADEK School Staff Eligibility Policy](#).

In addition, GES shall ensure the following :

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

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

3. GES 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 GES 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 plans) and encouraging Arabic language learning at home.

9.2 GES 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 GES 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

1 0.1 This policy shall be effective as of the start of the AY 2025/26 (Fall term).

GES 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).