



CURRICULUM POLICY

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Introduction

At Sunrise English Private School, Abu Dhabi, we are committed to providing our students with a broad, balanced, creative, and inclusive curriculum that fosters learning, personal growth, and holistic development. Our curriculum is designed to follow a formal learning pathway, aligned with both national and international standards, and is enriched by a wide range of extracurricular activities and enrichment programs.

This policy outlines the requirements and standards that guide our school in delivering a high-quality curriculum. It aims to strengthen students' knowledge and skills while promoting pedagogical excellence, ensuring every child achieves their full potential in a nurturing and balanced educational environment.

Vision

At Sunrise English Private School, our vision is to cultivate excellence in education by fostering collaboration, informed decision-making, and continuous improvement. We strive to prepare our students to become responsible global citizens, equipped to tackle future challenges while adhering to ADEK guidelines and UAE national priorities. Our goal is to provide a stimulating and challenging curriculum that promotes holistic development, ensuring every student reaches their full potential.



Mission

Sunrise English Private School is committed to embracing diversity and creating an inclusive, supportive learning environment where every student feels welcomed, accepted, safe, and valued. Our mission is to deliver a high-quality, balanced curriculum aligned with national and international standards, enriched by extracurricular activities and cross-curricular links. We aim to nurture independent and collaborative learners who respect UAE culture and national identity, while integrating sustainability principles and UAE values as per ADEK policies. Through meaningful and authentic learning experiences, we empower our students to contribute to nation-building and achieve world-class standards.

Purpose

The Curriculum Policy of SEPS aims to:

- Outline a structured, comprehensive curriculum that provides students with a high-quality, inclusive education fostering academic excellence and holistic development.
- Ensure that curricular choices and cross-curricular integration offer meaningful, innovative, and authentic learning experiences aligned with ADEK and global educational standards.
- Define the structure and rationale of compulsory core subjects, catering to diverse learning needs and promoting equitable education.
- Foster a deep respect for UAE culture, heritage, and national identity, equipping students with essential skills, knowledge, and values contributing to nation-building.
- Establish a structured, progressive, and engaging curriculum supporting academic, personal, and social development.





Definitions

Academic Plan	A plan which sets out the academic focus of the school including: the mission, vision, core values, goals, quality teaching and classroom instructional methods, materials, curriculum (content, concepts, and skills), timetables, policies, procedures, and accreditation, authorization and/or affiliation plans.
Accreditation	A quality assurance process, based on a time-bound cycle of continuous improvement against rigorous standards. Schools are evaluated and verified by an external body to determine whether defined standards are met.
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 accommodations 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., sit in the front of the class to be able to lip read) to access learning.
Affiliation	A school's association with an external body whereby they are approved to offer specific external exams (e.g., Cambridge Education, CBSE, Kerala, etc.).





Attainment	The academic content standards that students reach on assessments and/or exams. It is typically recorded as grades, scores, or levels, and indicates a student's achievement result at a point in time in a grade/year level.
Compulsory Subjects/Courses	Mandatory subjects/courses required for successful completion of a grade/year level
Course	Organized units of study for a subject that is recognized by a school for meeting an educational requirement.
Cross-Curricular	Involves an intentional effort to apply knowledge, skills, and/or concepts to more than one academic subject simultaneously. The subjects may be related through a central theme, project, problem, process, topic, vocabulary, and/or experience. Cross-curricular learning recognizes multiple viewpoints and seeks to build more knowledgeable and transferable understanding of content and skills.
Curricular	Relates to all subjects comprising a course of study in a school.
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.
Curriculum Map	A description of the horizontal and vertical plan for a subject's education standards/outcomes, skills, and concepts, and the resources that a teacher uses to address those standards in the classroom during the academic year for all grade/year levels. Curriculum mapping — the process of making a curriculum map — is a procedure for collecting and maintaining an operational database of the curriculum in the school.





Educational Program	Teaching and learning framework organized to achieve pre-determined learning objectives/criteria or accomplish a specific set of educational tasks over a sustained period. A program may have major components not normally characterized as courses, units, or modules.
Equivalency	The process by which the UAE Ministry of Education officially endorses a secondary school certificate and declares it to be equivalent to the UAE General Education Certificate (Al Thanawiya), as per relevant ministerial decrees and their amendments.
Examination Center	A location that provides the opportunity for students to undertake board/pre-collegiate exams (e.g., ACT, AP, CBSE, EmSAT, IB DP/IB CP, GCSE/IGCSE, AS/A Level, SAT).
Extracurricular Activities (ECA)	Organized activities that students can participate in that are usually external to the school curriculum (but may be connected to it). Activities can be scientific, athletic, cultural, intellectual, philanthropic, and/or social in nature, and include, but are not limited to sports teams, clubs, private sports lessons, competitions, performance, recreational activities, field trips and overseas travel, as well as activities hosted virtually.
Learning Pathways	Specific courses/subjects and learning experiences tailored to meet individual student interests, abilities, and/or aspirations as they progress in their education toward graduation.
Multilingual Learners	Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.





Progress	The student's longitudinal achievement over a designated period of time which can be represented year-on-year, or within a term, curricular unit, or lesson in school. Progress marks the difference between a student's previous attainment and current attainment. When measuring a student's progress, the results take into account the progress made in comparison to a norm group with similar starting points over the designated time period.
Progression of learning	An increase in the level of difficulty and acquisition of knowledge, skills, and competencies over time. The complexity in the learning increases with the level of skill and knowledge transfer.
Scope and Sequence	Scope is the breadth and depth of the curriculum of any course or grade level identified as topics, learning experiences, activities, organizing integrative threads, content, and skills which constitutes the scope of the curriculum for that course or grade level.
Subject	Sequence is accomplished in a variety of ways, including arranging the order of the content and skills to ensure that prerequisite learning is mastered prior to the next level.
Units of Instruction	A field or branch of study comprised of knowledge and skills within a specific discipline (e.g., Arabic, Mathematics, Science, English, Social Sciences, Arts)
	A well-defined portion of an instructional course, centering on a single topic or cluster of learning outcomes and skills for the planned, taught, and assessed curriculum.





Yearly Overview	Represents a curriculum map for one subject, in one grade level, over one academic year.
Core-related Elective Courses	Elective course requirements for Cycle 3 students focused on core academic subjects including English (e.g., Creative Writing, Journalism, Speech/Debate), Science (e.g., Marine Biology, Astronomy), and Mathematics (e.g., Accounting, Financial Literacy, Programming).
Course Catalog	An official publication that outlines all academic courses available to students for a given school year . It includes detailed descriptions of each course, including prerequisites, credit value, grade level eligibility, course duration (semester, term, or year-long), and how the course fulfills graduation requirements . The course catalog serves as a critical planning tool for students, parents, and academic advisors to make informed decisions about course selection and to ensure alignment with graduation pathways, college readiness, and career goals.
Course Syllabus	A detailed instructional guide provided by the teacher at the beginning of a course that outlines the expectations, content, structure, and policies for that specific course . It typically includes the course description, learning objectives, grading criteria, required materials, major assignments and assessments, classroom rules, and a timeline or pacing guide . The syllabus serves as a contract between the teacher and students, clearly communicating what students will learn, how they will be assessed, and what is required for academic success throughout the semester or year.
Cycle	A cycle is 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).





Integrated Mathematics	A curriculum approach that combines mathematical disciplines like algebra, geometry, and statistics into a single, unified course, ensuring alignment with curricular standards for each grade level (e.g., Integrated Mathematics I for Grade 9 followed by Integrated Mathematics II for Grade 10).
Integrated Science	A curriculum approach that combines scientific disciplines like biology, chemistry, and physics into a single, unified course, ensuring alignment with curricular standards for each grade level (e.g., Integrated Science I for Grade 9 followed by Integrated Science II for Grade 10).
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 .





Curriculum Framework 1 .Academic Plan

The school has implemented a structured academic plan aligned with ADEK-approved frameworks, ensuring a seamless progression from Kindergarten to Grade 12 while adhering to national and international educational standards. The school is committed in preparing students for future-ready learning by integrating Artificial Intelligence (AI) across subjects in all cycles. AI-enhanced tools and instructional strategies are embedded within classroom practices to support personalized learning, strengthen digital literacy, and promote critical thinking and problem-solving. Through age-appropriate applications—ranging from AI-supported research, adaptive learning platforms, and data-driven feedback systems—students develop essential technological competencies that align with global educational standards and the UAE's vision for innovation.

- Clear learning pathways ensuring a structured and sequential curriculum.
- A student-centered, inquiry-driven approach, fostering innovation and creativity.
- Multilingual learning support for students requiring additional language assistance.
- Integration of sustainability principles, UAE national identity, and Emirati cultural values across all subjects.
- Compliance with ADEK mandatory subject requirements, including Arabic, Islamic Studies, Moral Education, and UAE Social Studies.
- Implementation of internal and external assessments in alignment with ADEK's School Assessment Policy.





The curriculum structure of SEPS is as follows

2. Curriculum Structure

Kindergarten Curriculum (pre KG to KG 2)

- Play-based and experiential learning approach.
- Focus on early literacy, numeracy, motor skills, and social-emotional development.
- Integration of interactive learning experiences, including storytelling, music, and movement.
- Encourages self-regulation, communication, and problem-solving skills.

Primary Curriculum (Cycle 1: Grades 1-5)

- Inquiry-based learning approach to foster curiosity and exploration.
- Core subjects: English, Mathematics, Science, Arabic, Art, ICT, Islamic Studies/Moral Science, MPT, PHE, Special English/Malayalam (grade 2-5), Dance (grade 1-4), Music (grade 1-4), SST (grade 4 and 5) and UAE Social Studies.
- Emphasis on foundational literacy, numeracy, and hands-on learning.
- Co-curricular activities such as music, art, sports, and environmental education.

Middle School Curriculum (Cycle 2: Grades 6-8)

- Introduction of specialized subjects and cross-curricular integration.
- Project-based learning to develop critical thinking and analytical skills.
- Skill modules aligned with ADEK standards, including Artificial Intelligence, Financial Literacy, and Information Technology.





- **Core subjects:**

Grade 6-grade 8- English, Hindi, Science, SST, UAE Social Studies, MPT, PHE, Financial Literacy, Art, Islamic/Moral Sc

Secondary School Curriculum (Cycle 3: Grades 9-12)

- Streamlined pathways in Science and Commerce streams.
- Focus on career and university guidance along with post- secondary preparation.
- Skill-based modules in ECC, Marketing, Computer Application, and Salesmanship.
- Extracurricular clubs fostering holistic development.

- **Core subjects:**

Grade 9-English, Maths, Science, IT, Elements of business (optional), Hindi/French/CBSE Arabic (grade 9), Islamic/Moral Sc, Art, Social Science, Painting (optional), Health Care (optional)

- **Grade 10-**English, Hindi/French/CBSE Arabic ,Maths , Science,Social Science, Painting(optional),Home science(optional),Elements of business(optional),
- **Grade 11 &12 (Commerce)-**English, Accountancy, Economics, Informatic Practices, Marketing, Business Studies, Salesmanship, Home Science (optional), Entrepreneurship (optional)
- **Grade 11 &12 (Science)-**English, Physics, Chemistry, Biology, Computer Sc, Maths, Psychology, ECCE

2.1 Core Related Elective Courses

In the school Core-related elective courses are offered for the students of Cycle 3 .We offer students the opportunity to deepen their understanding of key academic domains while exploring individual interests. These electives strengthen foundational knowledge in Science and Commerce streams and support students in developing essential skills for higher education and career pathways.





Grades	Elective Courses
9-10	Home Science, Painting, Elements of Business, IT
11-12	ECCE, Salesmanship

2.2 Course Catalogue and syllabus

The Course Catalogue for Cycle 3 at SEPS provides students and parents with a comprehensive overview of all academic pathways, core subjects, and elective options offered from Grades 9 to 12. It serves as a structured guide to support informed decision-making as students prepare for stream selection, higher education, and career readiness. Each course listed in the catalogue is accompanied by a detailed syllabus outlining the learning objectives, content progression, instructional methodologies, assessment criteria, and essential prerequisites.

3. Curriculum Design and Implementation-

At SEPS we follow CBSE approved curriculum from Kg to grade 12;

- A vertically and horizontally structured curriculum to ensure a seamless learning progression.
- Emphasis on future-ready skills such as critical thinking, collaboration, communication, and digital literacy.
- Cross-curricular links to create interdisciplinary learning experiences.
- Adaptations for students of determination and those requiring differentiated instruction, as per the ADEK School Inclusion Policy.
- Continuous monitoring, evaluation, and periodic curriculum reviews to align with best practices.
- SEPS policy mentions UAE cultural values but could further highlight their role in curricular and extracurricular activities.

4. Licensing and Declaration of Programs (CBSE Curriculum)

- Sunrise English Private School (SEPS) follows the Indian CBSE curriculum and is required to adhere to the standards set by CBSE.
- As part of the licensing process, SEPS ensures accreditation and affiliation with CBSE, which is taken into consideration during the granting and renewal of the school's license.
- The school is also approved and licensed by ADEK.





5. Accreditation

5.1 Accreditation, Authorization, and Affiliation (AAA)

Sunrise English Private School has obtained the necessary accreditation, authorization, and affiliation with the Indian CBSE curriculum as per the requirements outlined by the CBSE body.

5.2 Enhanced Quality Assurance

While the Indian CBSE curriculum does not require external accreditation, the school ensures consistent compliance with the quality standards and guidelines established by the CBSE.

Additionally, the school seeks accreditation from relevant bodies as required to maintain high educational standards in line with the CBSE curriculum's expectations.

6. Enrichment and Extracurricular Activities

- SEPS is committed to providing a wide range of extracurricular activities that complement the formal curriculum. These programs, spanning sports, arts, STEAM, leadership, and service-learning initiatives, ensure inclusivity, accessibility, and active participation for all students.
- The curriculum will embed activities that foster critical thinking, problem-solving, and social responsibility. Students will engage in innovative practices, including Artificial Intelligence-driven tools, entrepreneurship initiatives, and social contribution projects, to develop Future ready skills.
- SEPS prioritizes student well-being by incorporating character education, emotional resilience training, and mindfulness into the learning experience. These initiatives nurture students' social and emotional growth, fostering responsible and empathetic individuals.
- All extracurricular and community engagement activities will align with ADEK's Extracurricular Activities and Events Policy, as well as its guidelines on social responsibility and national identity. This ensures students are actively involved in meaningful contributions to their school and society.



7. Adaptation for All Student Groups

- SEPS will provide necessary accommodations to support the diverse educational needs of all students, ensuring access to quality learning for every learner
- SEPS will implement and deliver all compulsory subjects as mandated by the Ministry of Education (MoE) in compliance with ADEK regulations.
- The school will adhere to the minimum required instructional hours for all compulsory MoE subjects, ensuring alignment with national educational standards.
- Exemptions from ADEK-mandated MoE subjects are not permitted. SEPS will provide necessary adjustments, resources, and support systems to ensure that all students meet the equivalency requirements.

8. Compliance

The school is fully compliant with this policy by the start of the academic year 2025/26(Fall term)



Dr. Thakur Mulchandani
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