



KINDERGARTEN MOE SUBJECTS POLICY

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Sunrise English Private School

- L.L.C - O.P.C

Education and Knowledge Department, License No. 1/466 - Date 15/04/2008
P.O. Box 71356, Abu Dhabi
Tel. No. +971 2 5529989, Fax: +971 2 5527837
E-mail: school@seps-auh.com
inquiry@seps-auh.com
Website: www.seps-auh.com



مدرسة الشروق الانجليزية الخاصة

- ذ.م.م - ش.ش.و

دائرة التعليم والمعرفة ترخيص رقم ١/٤٦٦ بتاريخ ١٥/٠٤/٢٠٠٨
صندوق البريد ٧١٣٥٦ أبوظبي
تليفون رقم: +٩٧١٢ ٥٥٢٩٩٨٩، فاكس: +٩٧١٢ ٥٥٢٧٨٣٧
school@seps-auh.com البريد الإلكتروني:
inquiry@seps-auh.com
www.seps-auh.com الموقع:

1. Introduction

At Sunrise English Private School (SEPS), we are committed to delivering high-quality early education that aligns with national strategic priorities and strengthens the UAE's linguistic, cultural, and social identity. In line with the ADEK School KG MoE Subjects Policy and the Mandatory Subjects Guide in Private Kindergartens, this policy defines the requirements, teaching standards, and compliance procedures for delivering Arabic Language, Islamic Studies, and UAE Social Studies across the Kindergarten cycle.

2. Purpose

The purpose of this policy is to provide clear guidance on teaching approaches, learning experiences, and classroom practices for consistent, high-quality delivery of MOE subjects in Kindergarten.





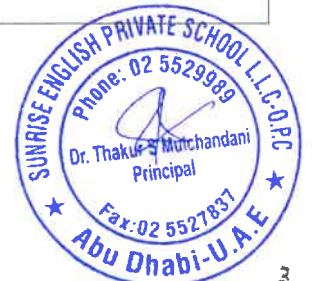
3. Definitions

Term	Definition
Additional Learning Needs (ALN)	Individual requirements for extra support, modifications, or accommodations within a school setting, either on a permanent or temporary basis, depending on the specific context. This applies to students of determination, those with special educational needs, or students who face additional barriers to learning, access, or interaction (e.g., dyslexia, hearing or visual impairments, twice-exceptional, or gifted and/or talented).
Arabic A	An Arabic language curriculum designed for Arab Nationals or students with native-speaker-level proficiency.
Arabic B	An Arabic language curriculum designed for non-Arab Nationals or students without native-speaker-level proficiency.
Assessment	Any quantitative or qualitative information, score, result, or indicator obtained through evaluation, which serves as evidence to inform decision-making.
Clinical Assessment Report	A report based on the assessment of a student conducted by a clinical psychologist, educational psychologist, speech and language pathologist, doctor, or other suitably qualified professional.
Continuous Professional Development (CPD)	All activities undertaken by staff to improve knowledge, skills, competencies, and performance regularly. CPD may include: • In-person training • Online training (synchronous or asynchronous) • Coursework or short courses





Instructional Materials	The resources, tools, and materials used to deliver academic content within a defined period of time.
Cycle	A stage in the primary and secondary educational process. In Abu Dhabi, cycles are classified as: • Kindergarten (Pre-KG/FS1 – KG2/Y1) • Cycle 1 (G1/Y2 – G5/Y6) • Cycle 2 (G6/Y7 – G8/Y9) • Cycle 3 (G9/Y10 – G12/Y13) Private schools teaching the 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	Mandatory subjects that all private and charter schools in the UAE must teach according to the Ministry of Education. • For KG, this includes Arabic Language, Islamic Studies, and Social Studies as per the <i>Mandatory Subjects Guide in Private Kindergartens</i> (MoE, 2025).
Native Speaker	A person who acquired Arabic as a first language from early childhood, with Arabic typically serving as the primary language of communication at home or in the community.
Non-Native Speaker	A person who did not acquire Arabic naturally as a first language in childhood, refers to learning Arabic as a second or additional language.
Qualification	A credential (certificate, diploma, or degree) that attests to an individual's achievement of a set of learning outcomes as defined by the awarding body.
Staff	An individual employed by a school on a remunerated contractual basis, regardless of role or responsibilities.





4. Scope

This policy applies to all Kindergarten sections and educators responsible for delivering MOE subjects, including Arabic Language, Islamic Education, and Social Studies.

5. Implementation

5.1 Arabic Language in Kindergarten

Arabic language instruction at SEPS uses a play-based, developmentally appropriate approach aligned with ADEK Early Years pedagogy and Structured Literacy principles. Learning develops children's listening, speaking, early reading, and emergent writing skills through rich oral language experiences. Arabic is integrated across daily routines, storytelling, songs, play experiences, and classroom interactions to ensure meaningful learning.

Instruction is explicit, sequential, and multi-sensory, supporting phonological awareness, letter-sound correspondence, vocabulary development, and early writing skills. Teaching progresses from oral language development to early literacy foundations, helping children build confidence in Arabic communication. Age-appropriate resources and culturally relevant materials at SEPS support understanding and engagement.

Arabic learning experiences at SEPS foster a strong connection to language, culture, and identity. Structured practice and consistent exposure promote positive attitudes toward Arabic and a solid foundation for continued language learning. Instruction integrates developmental progression, moving from rich oral language experiences to letters-sound recognition and emergent reading and writing activities, ensuring children develop confidence and proficiency at each stage.

5.2. Islamic Education in Kindergarten

At SEPS, Islamic Education follows a developmentally appropriate, values-based, and experiential approach that supports children's moral, spiritual, emotional, and social development. Teaching nurtures love for Allah and His Messenger (peace be upon him) and promotes positive character traits such as compassion, responsibility, cooperation, gratitude, honesty, respect, and care for others.





Instruction at SEPS is joyful and reassuring, emphasizing love, mercy, and positive behavior. Learning avoids abstract theological concepts and focuses on practical understanding through real-life examples. Islamic Education integrates into daily routines using storytelling, role-play, anasheed, movement, discussion, nature exploration, and teacher modelling.

Learning progresses from familiar, concrete experiences to broader understanding. Educators demonstrate Islamic values through language, conduct, and interactions, while children practice kindness, patience, cooperation, empathy, and responsibility in daily activities.

Islamic values are reflected across the curriculum and classroom culture. Weekly planning covers age-appropriate personal and social values such as cleanliness, courage, responsibility, patience, self-confidence, cooperation, sharing, friendship, respect, honoring parents, generosity, truthfulness, care for animals, environmental responsibility, citizenship, loyalty, and a sense of belonging. Stories, discussions, planned activities, and everyday interactions reinforce these values.

5.3. Social Studies in Kindergarten

Social Studies uses an integrated, developmentally appropriate approach that helps children understand themselves, their families, communities, and the wider world. The program promotes civic awareness, national identity, social responsibility, and respect for others. In the UAE, Social Studies fosters national pride, loyalty, and appreciation of cultural heritage.

Instruction integrates into daily routines using inquiry, play, storytelling, role-play, discussion, observation, and real-life experiences. Learning starts with familiar contexts and gradually expands to the local community, the UAE, and the wider world. Concepts are introduced in concrete ways to support understanding of time, place, relationships, and social roles.

Social Studies addresses children's diverse backgrounds and emphasizes understanding of the UAE. Children learn about family traditions, national celebrations, cultural practices, and the legacy of UAE leaders. Civic understanding develops through classroom rules, shared responsibilities, cooperation, leadership, and participation in daily routines. Early geographic awareness includes local environment exploration,



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www.seps-auh.com الموقع:

basic map concepts, land and water features, and familiar places. Learning about community helpers, basic needs, and local resources supports understanding of community life.

Teaching is interactive and experiential at SEPS. Hands-on activities simulate real-life situations and promote cooperation, sharing, decision-making, and helping others. Storytelling and role-play support empathy, moral understanding, and early historical awareness. Field visits strengthen connections between classroom learning and real environments. Visual resources, photographs, artefacts, and age-appropriate multimedia tools support observation and discussion.

Social Studies learning is reinforced throughout the school day. Morning assemblies promote national identity with the UAE national anthem and flag-raising. Daily routines encourage responsibility, gratitude, and respect. Outdoor play promotes teamwork, problem-solving, and environmental awareness. National events provide opportunities to explore heritage, unity, and belonging.

Weekly planning incorporates personal values such as responsibility, courage, patience, respect, care for the environment, and self-confidence, alongside social values such as cooperation, respect for others, honesty, fairness, kindness, generosity, loyalty, and community awareness. Positive behavior is reinforced through planned learning experiences and teacher role-modelling.





6. Time Allocation for MOE Subjects

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





7. Assessment

- Assessment in MoE subjects follows the ADEK School Assessment Policy, emphasizing formative and observational methods suitable for the KG phase.
- Assessment results inform planning, progress tracking, and individualized support strategies.

8. Parent Engagement

- SEPS actively engages parents in MoE subject learning through:
 - Regular communication of learning outcomes (e.g., newsletters, parent briefings)
 - Arabic learning resources shared for home use
 - Cultural and language-themed events (e.g., Arabic Week, UAE Heritage Days)
- Parents are encouraged to reinforce Arabic language use at home and participate in MoE-linked school activities.

9. Policy Implementation and Compliance

This policy will be effective from the start of AY 2026/27. SEPS ensures full compliance with the requirements of this policy by the commencement of the Academic Year 2026/27 (Fall Term).



Dr. Thakur S. Mulchandani,
School Director/Principal