



المدرسة الفلبينية
THE PHILIPPINE SCHOOL
"LEADER IN ACADEMIC EXCELLENCE AND VALUES FORMATION"

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KINDERGARTEN(KG) MINISTRY OF EDUCATION (MoE) SUBJECT POLICY

I. INTRODUCTION

In alignment with the Ministry of Education's (MoE) vision to develop linguistic competencies and instill core values in children during their foundational years, and with the aim of reinforcing national identity and fostering pride in the Arabic language from an early age, this policy has been designed.

II. POLICY OBJECTIVE

1. Strengthen language skills and religious and social values from an early age through structured teaching practices that are developmentally appropriate for young children.
2. Promote national identity and a sense of belonging among children at an early age.
3. Ensure equal opportunities for all children to learn the official language of the UAE.
4. Support children's integration and deepen intercultural understanding within the UAE society.

III. SCOPE

This policy applies to all Kindergarten students, as well as to all teachers and staff involved in the delivery and assessment of Ministry of Education (MoE) Mandatory subjects such as:

- Arabic Language,
- UAE Social Studies.
- Islamic Education (for Muslim students)

IV. INSTRUCTIONAL HOURS PER SUBJECT

Subject	No. Of Hours	Details
Arabic Language	45 min.	5 sessions in a week
UAE Social Studies	45 min.	2 sessions in a week Some activities were embedded in daily classroom routines and integrated across subjects through cross-



		curricular activities
Islamic Education	45 min.	2 sessions in a week

V. Teaching & Learning Resources

School uses the approved books and learning resources to support learning outcomes, ensuring that all materials:

- Are diverse and cater to different learning styles
- Reflect the cultural and national values of the UAE
- Are appropriate to students' linguistic and cognitive levels
- Align with approved goals and standards
- Support current educational practices, including active learning methodologies

VI. Curriculum Framework and Standards

The Ministry of Education provides learning frameworks for Arabic, Islamic Education, and Social Studies. These help teachers understand what to teach and what children are expected to learn at each stage, ensuring lessons are appropriate for their age and development.

Section 1: Arabic Language

Instruction should reduce cognitive load, foster oral comprehension, and introduce vocabulary and structures gradually in immersive, supportive environments. Structured Literacy principles are essential as students need instruction that is explicit, systematic, and cumulative, building gradually over time to support their success.

Key Principles:

Oral language is the foundation: Prioritize listening and speaking before written forms. Use songs, greetings, and conversations.

Comprehensible input: Use visuals, gestures, real-life objects, and repetition to support understanding.

Systematic vocabulary development: Introduce theme-based and high-frequency words from daily life.

Phonological awareness: Support sound discrimination and listening skills that lead to reading readiness.

Print awareness and letter recognition: Introduce letters and sounds gradually and systematically.

Integrated instruction: Embed Arabic across the school day through routines, songs, storybooks, and cross-curricular themes.

Cultural exposure: Connect learning to Emirati culture and traditions to give meaning and relevance.

Section 2: UAE Social Studies

Social Studies focuses on helping learners understand and appreciate the UAE as their host country while also exploring their own identities. Instruction promotes intercultural understanding, social skills, and global awareness through inclusive themes such as family, community helpers, and celebrations. Children learn to respect traditions and values different from their own while contributing to classroom and community life.

Social Studies concepts are naturally embedded in many daily routines and activities such as:

- **Morning assembly:** Children sing the UAE national anthem and raise the flag, reinforcing identity and unity.
- **Meals and hygiene routines:** Promote values such as gratitude, cleanliness, and personal responsibility.
- **Outdoor play:** Encourage cooperation, problem-solving, and environmental awareness.
- **Celebrations and special events:** National Day, Flag Day, and community-themed weeks provide meaningful opportunities to explore heritage, diversity, and belonging.

Section 3: Islamic Education

Islamic Education in the early years helps children grow in character, values, and spirituality. It focuses on teaching kindness, responsibility, cooperation, and love for Allah and His Messenger (peace be upon him). At this stage, learning is based on nurturing the heart and mind with love, care, and happiness, without introducing complex religious ideas or discussions about punishment.

Aligned with developmentally appropriate practice, Islamic Education introduces children to Islamic values and teachings in a way that is accessible, joyful, and meaningful. Children learn to embody good behavior through stories, modeled actions, and everyday experiences in the classroom and wider school environment.

VII. Assessment

Assessment of MoE subjects in Kindergarten shall be continuous, developmentally appropriate, and integrated into daily learning experiences. It aligns with MoE frameworks and ADEK expectations, emphasizing play-based and experiential learning.

Teachers shall utilize a range of formative assessment strategies, including:

- Continuous observation during structured and unstructured activities
- Play-based and inquiry-driven assessment tasks
- Oral questioning and discussion
- Performance-based activities (e.g., role play, storytelling)
- Student portfolios (work samples, drawings, and photos)
- Anecdotal records to document individual progress
- Hands-on practice: Simulate real-life situations to model cooperation, sharing, and helping others (e.g., group decision making, classroom responsibilities).
- Field visits: Explore farms, mosques, cultural centers, factories, or government buildings to connect classroom learning to real environments.
- Maps and models: Introduce early map skills with globes, models, and books such as 'Me on the Map' to help children understand their place in the world.

Formal testing is not implemented at the Kindergarten level. Assessment is used to inform instruction and support individual learning needs.

VIII. Communication

This policy will be communicated to teachers through orientations, training, and internal channels, and to parents through meetings, school communications, and digital platforms to ensure clarity and strengthen home-school partnership.

IX. Monitoring and Review

The policy will be regularly monitored through classroom observations, lesson plan reviews, and assessment checks to ensure quality and compliance. It will be reviewed annually or as needed to align with MoE and ADEK updates, with ongoing improvements guided by feedback from teachers, parents, and students.

References:

UAE Ministry of Education: *Guidelines for Implementing Mandatory Subjects in Private Kindergartens*(Arabic Language, Islamic Education and Social Studies)

ADEK Curriculum Policy

ADEK Assessment Policy

