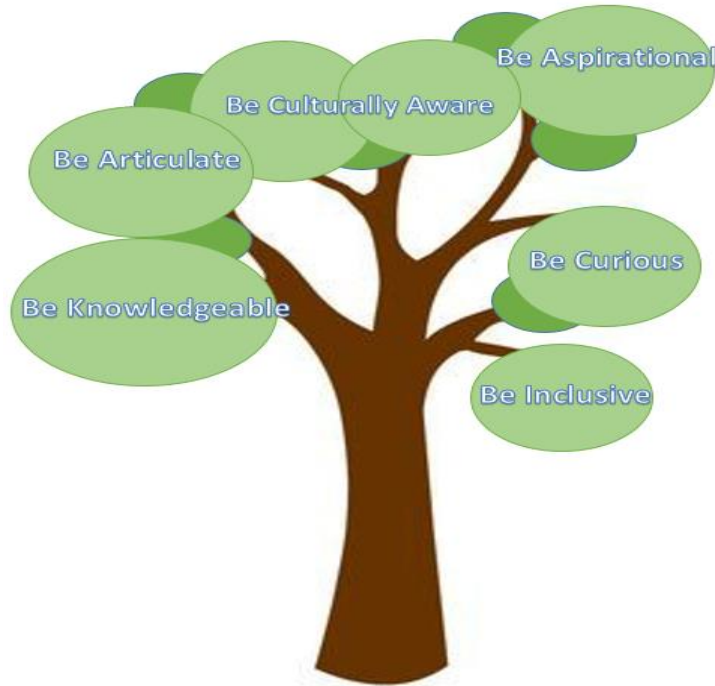


# Pakistan Islamia Higher Secondary School Sharjah



## Curriculum Policy (2024-2025)



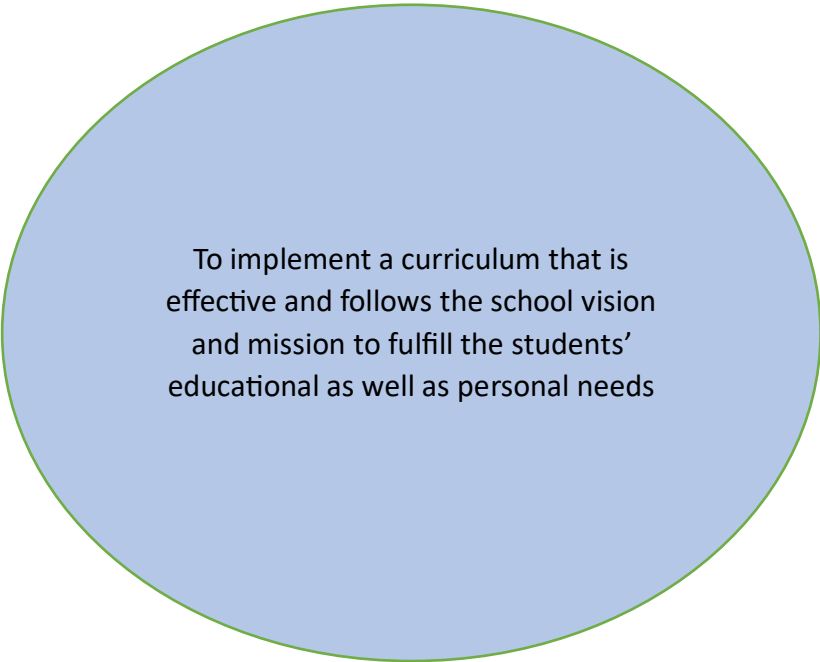
**Think, Learn, Develop**

## Introduction

PIHSS believes in having a curriculum policy that includes all the activities that are planned and serve to promote learning, positivity, and personal growth. The purpose of this policy is to prepare the students to grow in a positive and motivating environment and become responsible people who not only learn for themselves but cooperate to learn with others for the betterment, knowledge, and skills. The policy has been set with the alignment of school values which are courtesy, respect for diversity, independence, love to innovate, and the development of intellectual and personal engagement. The curriculum has been managed in such a way as to raise educational standards and establish alignment with the statutory requirements. The curriculum policy sets the view that:

- Curriculum as the central element to sustain the school's strategic educational plan
- Curriculum as the central element to further enhance the school's developmental plan
- Curriculum as the provider of quality education and learning resources
- Curriculum as a source to enable educators to deliver to their full potential

## Aims



To implement a curriculum that is effective and follows the school vision and mission to fulfill the students' educational as well as personal needs

## **Aim 1:**

### **Provision for Learning Opportunities**

- Highest level of attainment
- Encouraging and stimulating the best possible progress
- Work independently and collaboratively
- Lifelong learning through personal ideas and experiences
- Skill learning in literacy, numeracy, and communication technology

## **Aim 2:**

### **Social and Cultural Development**

- Developing a sense of distinguishing between right and wrong
- Promoting accepting other cultures and beliefs
- Understanding of securing their environment and working for its sustainability
- Preparing them to be responsible citizens and considerate individuals

## **Objectives**

- ❖ To promote a sense of curiosity in our students that urges them to learn and acquire
- ❖ To promote social, moral, and cultural awareness through diversity of curriculum choices
- ❖ To instill a sense of independent learning in our students
- ❖ To promote flexibility in our students to learn while adapting to different situations
- ❖ To enhance their critical thinking skills
- ❖ To educate them to live a healthy life and keep themselves and others safe
- ❖ To foster self-advocacy, well-being, and self-confidence in students
- ❖ To enable students to understand and develop new learning skills
- ❖ To promote the understanding of the UAE lifestyle and social and cultural values
- ❖ To offer a pathway to take on new challenges and make progress
- ❖ To produce a civilized and cultured sense in students that develops students' values of kindness, tolerance, courtesy, and consideration

### The Role of Subject Leaders

- ✓ To provide a strategic direction to and work for the continuity and progression
- ✓ To work collaboratively with other subject leads and resolve subject-related issues
- ✓ Observe, monitor, and ensure students' progress in their subject area
- ✓ Provide resources and effective support to the staff to promote teaching and learning efficiency

## The Assigned Areas of Responsibility

- Personal, Social, and Cultural Development
- Assessment
- Staff management
- Health and safety provisions
- Inclusive provisions

## Responsibilities of the Subject Leaders

Subject leaders take responsibility for the following subjects:

- English as an Additional Language
- Arabic as an Additional Language
- Islamic Education
- Social Studies (Both Pakistani and MOE curriculum)
- Mathematics
- Science
- Other Subjects (Urdu, Basic Research Skills, AI & Robotics)
- Public Speaking, Stress Management, Reading Skills)

## Inclusion Curriculum

The inclusion curriculum at PIHSS is designed to provide access and opportunity to all students as an integral part of the school. However, the curriculum is adapted and modified according to the student needs and the proper consultation with the Inclusion head and the SLT. Different strategies are designed to add to the inclusion curriculum:

Monitoring and Assessment	Formative assessment progress tracking
Peer Support	Collaborative activities
Simplifying tasks	Reduction in complexity without compromising essential concepts
Positive Reinforcement	Encouragement and motivation
Scaffolding technique	Reduce support gradually to gain confidence
Integrated assistive tools	Text-to-speech software, audiobooks
Simplifying language	Accessible vocabulary usage
Tasks breakage into smaller steps	Chunking information
Multisensory Tools	AV aids, tactile materials, and auditory cues

## **Organization and Planning of the Curriculum**

The school plans the curriculum in three phases:

- ✓ Term-wise or annual review of the curriculum (Long-term planning)
- ✓ small-scale learning objectives, assessment and exam format modifications, and the development of learning skills (medium-level plans)
- ✓ Day-to-day lesson planning and implementation that teachers apply based on students' learning needs (Short-term planning)

## **Balance in Curriculum**

Balance in the curriculum will be achieved by making sure time is carefully managed to ensure the appropriate development of each area of study and the educational themes over the course of a school year. The balance will also be sought in:

### ❖ **Teaching organization:**

whole class, group, pair, and individual provision; and

### ❖ **Teaching approaches:**

between practical and theoretical work, and between knowledge and skills development, catering to the various learning styles and ensuring work is differentiated to cater to various needs.

## **Curriculum and Assessment at PIHSS**

PIHSS includes a wide range of learning activities in all subjects within the curriculum which encapsulate:

- ✓ A variety of teaching approaches in individual and small group situations in the classroom
- ✓ The curriculum is interesting in building self-confidence, responsibilities, and self-esteem
- ✓ The statutory assessment procedures are progressively in place and the school implements a data-informed rigorous review of the curriculum
- ✓ The students' assessment record allows the school to build its understanding of the curriculum strengths and identify areas that need change
- ✓ It is ensured that the curriculum is consistent with a manageable and sustainable workload for educational staff
- ✓ The provision of different curricular choices ensures that students are prepared for the life and the work and they are equipped with appropriate knowledge and skills
- ✓ The incorporation of meaning curriculum at PIHSS ensures that students are receiving reliable and fair assessment results based on their learned knowledge and skills.

## Roles and Responsibilities

Curriculum provision will be coordinated by the curriculum coordinator with the consultation of the Curriculum Wing and vice principal. This will enable the effective delivery of curriculum across all years. The SLT will be responsible for reviewing the curriculum fortnight and will self-evaluate their areas of improvement in line with the school improvement plan. The curriculum wing team will also ensure the effective management of timetabling and the teachers' implementation of timetables in their teaching and learning practices.

## Organization of Curriculum

The school follows a structured two-week timetable for morning and afternoon sessions from Monday to Thursday which is as follows:

Monday to Thursday (Morning Session)		
Period 1	7:15-7:55	8:36-8:51 (Break 1)
Period 2	7:55-8:36	
Period 3	8:51-9:36	
Period 4	9:37-10:17	
Period 5	10:18-10:58	10:58-11:19 (Break 2)
Period 6	11:19-12:04	
Period 7	12:05-12:50	

Monday to Thursday (Afternoon Session)		
Period 1	1:00-1:50	3:22-3:37 (Break 1)
Period 2	1:51-2:36	
Period 3	2:37-3:22	
Period 4	3:37-4:22	

Period 5	4:23-5:03	5:03-5:23 (Break 2)
Period 6	5:23-6:03	
Period 7	6:04-6:45	

## Curriculum Content

PIHSS has set a wide range of curricula in line with the MOE and national educational standards.

- English as an Additional Language
- Arabic as an Additional Language
- Islamic Education
- Science
- Mathematics
- Social Studies (Pakistani and UAE curriculum)
- Urdu

## Skill-Based Curriculum

- Basic Research Skills
- Innovation/AI & Robotics
- Public Speaking Skills
- Stress Management/Emotional Intelligence
- Reading Skills

## Options

- Home Economics
- Civics I-II
- Commerce
- Banking and Finance
- Accounting 1-2
- Geography
- History of Pakistan
- Chemistry I-II
- Biology I-II
- Physics I-II
- Home Economics I-II

- Principles of Commerce
- Business Math
- Principles of Accounting-I
- Principles of Accounting-II
- Commercial Geography
- Business Statistics
- Principles of Economics
- Computer Science

### **Extra-curricular Program**

Whilst the classroom is the central element of school life, PIHSS also offers extra-curricular activities that enhance students' character-building and recognition of their skills. Different extra-curricular programs are conducted to inspire students to take part in personal growth side by side with their academic progress. The extra-curricular programs are:

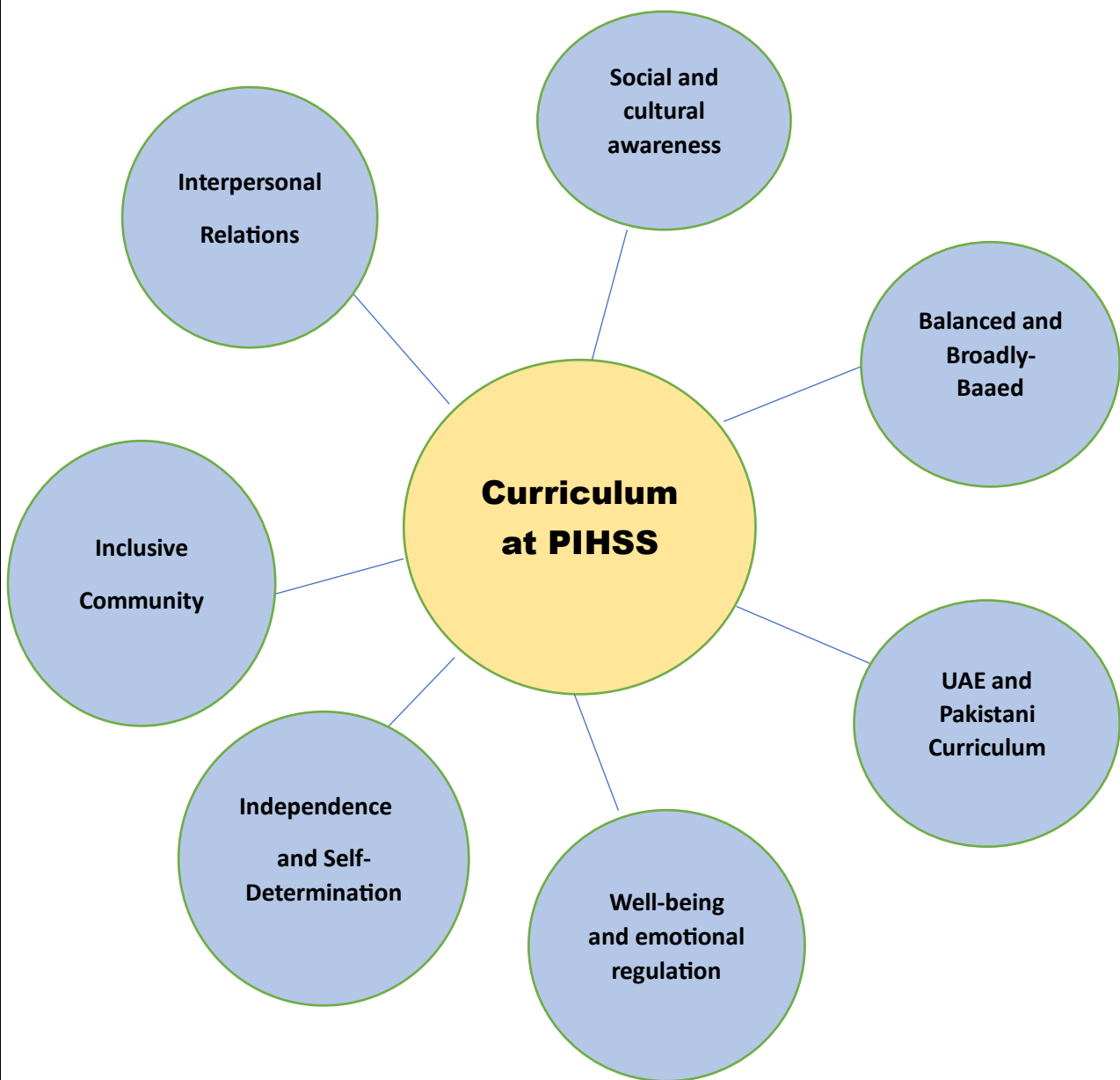
- PIHSS Carnival
- PIHSS Photography Club
- PIHSS Sports Club
- Sports Gala
- Emirati National Songs performances
- Participation in the Book Festival
- Reading Club
- Arts and Crafts Club
- Urdu Literary Club

### **Curriculum at PIHSS revolves around:**

PIHSS wants children for a successful and dignified life ensuring the quality of curriculum as meaningful, functional, innovative and resourceful.

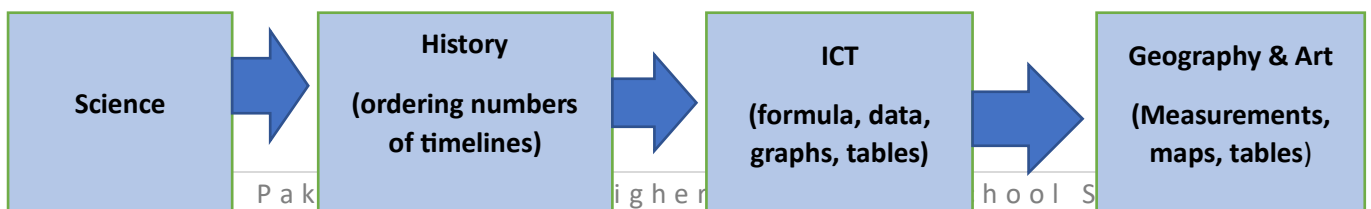


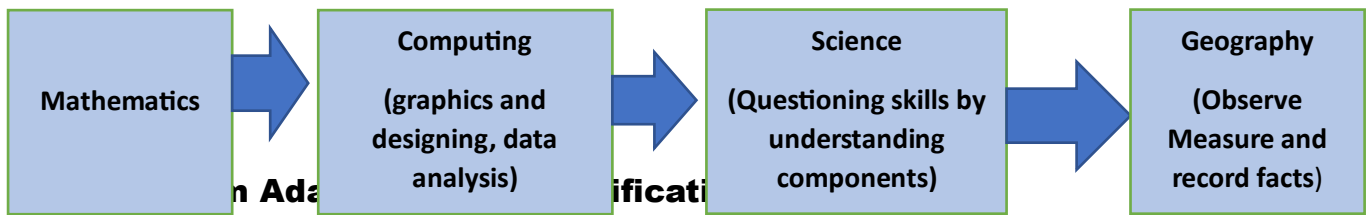




### **Cross-curricular Links at PIHSS**

PIHSS promotes students' growth through cross-curricular links between subjects and fields to make students' learning concrete and based on real-life experiences. The learning through cross-curricular links is used to provide benefits to both children and teachers to organize curriculum according to their academic and personal growth and success. The subjects that relate curricular contents at PIHSS are:





Curriculum at PIHSS is comprehensive and evidence-based to optimize the student learning and student experiences in research skills, critical thinking and cooperative and collaborative learning. Keeping in view the global changes in learning of knowledge and skills, we have introduced new fields which are age-specific and the grade-specific. An adaptive curricular approach of PIHSS follows certain components for curricular decision-making process.

Identify the student’s individual educational goals and objectives to be emphasized during general education activities

Articulate the expectations for the student’s performance in general education activities

**Determine what to teach**

As a team, determine the content of the general education activity, theme or unit study

**Determine how to teach**

As a team, determine if, without modification, the student can actively participate and achieve the same essential outcomes as non-disabled classmates. If the student cannot achieve the same outcomes...

**Select of design appropriate adaptations**

Select instructional arrangement	Select lesson format	Employ student-specific teaching strategies	Select curricular goals specific to	Engineer the physical and social classroom environment	Design modified materials	Select natural supports and supervision arrangements
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If the above adaptation strategies are not effective, design an alternative activity

Evaluate effectiveness of adaptations

## **Policy Review**

This policy will be reviewed and updated annually involving all stakeholders and board members and any additions or modifications will be made its part to improve it further.