KG MOE SUBJECTS

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

- Mandate the teaching of the MoE subjects in KG.
- efine 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 Scope: This policy is applicable to all charter and private schools in Abu Dhabi from Pre-KG/FS1 to KG2/Year 1.

1.2 School Policy: School shall develop and implement a KG MoE Subjects Policy and communicate this actively to the whole school community. School shall also ensure that the policy is available on their school website in both Arabic and English. 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: Both private and charter schools 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: School shall implement the MoE subjects in alignment with the standards and learning outcomes of the MoE learning frameworks. School shall incorporate these learning outcomes into their official academic plans and document them within weekly schedules.

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

Table 1. Arabic Language Stream Allocation

Grade/Year	Stream	
Pre-KG/FS1	**Arabic A** • Arab Nationals • Non-Arab Nationals	
KG1/FS2 – KG2/Y1	**Arabic A** • Arab Nationals	**Arabic B** • Non-Arab Nationals

1. Arabic Language for Pre-KG/FS1: Arabic Language is mandatory beginning in Pre-KG/FS1. In this grade level, all students shall be immersed in Arabic language learning in a single stream.
2. Arabic Language for KG1/FS2 and KG2/Y1: Students shall be allocated 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, schools are 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: School shall authorize the switching of streams as per the following conditions:

1. Arab Nationals are not authorized 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: Students across all grades shall additionally be offered an Arabic language intervention, 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
Arabic Language	• Arab Nationals *(Arabic A)* • Non-Arab Nationals *(Arabic B)*	200 min	• 40 min/day (5 days a week) • 300 min/week (60 min/day) by AY 2027/28

Islamic Studies	• Muslim Arab Nationals *(in Arabic)* • Muslim Non-Arab Nationals *(in school's approved language of instruction)*	90 min	Options: 1. Three 30-min sessions per week 2. Two 45-min sessions per week
Social Studies	• All students	Integrated approach	Embedded across other subjects within daily educational activities and classroom routines, both inside and outside the classroom.

Source: Adapted from *Mandatory Subjects Guide in Private Kindergartens* (MoE, 2025)

1. Arabic Language for Pre-KG/FS1 shall be a single immersive stream as per Table 1. Arabic Language Stream Allocation.
2. Islamic Studies is recommended, but not mandatory for Pre-KG/FS1.
3. 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: School 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*.

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

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: Schools shall adopt an appropriate integration model that aligns with their curriculum framework to effectively embed the UAE Social Studies learning outcomes across relevant subjects. Schools must demonstrate this integration through comprehensive evidence within the written, taught, and assessed curriculum.

6. Assessment

6.1 Assessments: School shall adhere to the *ADEK School Assessment Policy* for the implementation of internal assessments (i.e., formative assessments, developmental screenings, 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: School 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: School shall hire Class or Subject teachers who meet the minimum eligibility requirements, in line with the *ADEK School Staff Eligibility Policy*. In addition, the following shall apply:

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: School 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. School shall identify, monitor, and assess the annual CPD requirements specifically for MoE subject teachers in line with the *ADEK School Quality Assurance Policy*.
2. School shall align their CPD plans to prepare teachers to facilitate the delivery of the *standards and learning outcomes* of the MoE learning frameworks.
3. School 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 School 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 newsletter) and encouraging Arabic language learning at home.

9.2 School 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 School shall deliver MoE subject-related activities and events and ensure opportunities are offered to all students and their parents to actively encourage participation.

Signatures:

CHAIRMAN	DIRECTOR	For PRINCIPAL
Reviewed on: October 2026		**Next Review on: April 2027**