



Curriculum Policy

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The curriculum is broad, balanced, relevant and innovative, designed to inspire curiosity and a lifelong love of learning. It actively promotes British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) and prepares students to be responsible global citizens. Curriculum design is dynamic and is regularly reviewed to remain responsive to local and global developments.

Multinational School Bahrain is a learning environment at the heart of its community. We promote care and respect and expect high standards in all spheres of school life. Our aim is to meet the needs of young people in Bahrain preparing them for adult and working life in the 21st century.

The educational vision and curriculum design for Multinational School Bahrain recognises that:

- The world of 2030 will be very different to the world of today
- The pace of change is increasing, hence the importance for flexibility.
- Young people have, and will have increasingly, greater access to information and learning materials independent of the school.
- School graduates will be required to undertake lifelong learning in order to prosper in a global society.
- The current curriculum defined in subject terms is not always well suited to equipping every young person with the necessary practical life skills that they will need for a fulfilling and successful adult life.
- Curriculum delivery should involve a greater use of wider resources than just the curriculum. These could include support staff, past students, artists, sports people and people from various industries and businesses to complement the curriculum delivery.
- Assessments and learning outcomes at Multinational School Bahrain align with the British curriculum framework and UK expectations. Students pursue externally recognized qualifications, including Cambridge IGCSE, Pearson Edexcel, and BTEC programs, alongside the Bahrain secondary school certificate, ensuring readiness for progression to international further education and vocational training.

Multinational School Bahrain's curriculum policy is based on the following aims, to:

- Focus on our students, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in all spheres of education.
- Prepare students for a successful life after school in a 21st century global society.



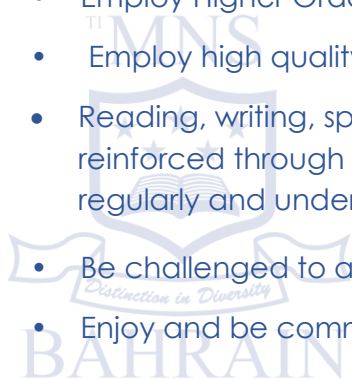
- First achieve and then exceed international standards in academic and extra-curricular activities.
- Be committed to excellence and continuous improvement.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Involve the community.
- Involve parents/carers.
- Create and foster an inspirational learning environment.

Curriculum Aims

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a coherent curriculum that builds on young people's experiences in Key Stage 1 and 2 and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- achieve high standards and make good/excellent progress.
- enable those not achieving academic expectations to narrow the gap and catch up with their peers.
- be accessible to all students regardless of their respective backgrounds.
- The curriculum ensures inclusion and equal access for all learners, with clear provision for students with Special Educational Needs and Disabilities (SEND) and for those with English as an Additional Language (EAL). Differentiation and personalised learning strategies are embedded within schemes of work to meet individual requirements.
- Empower students to progress based on each one's respective ability and for them to sit external examinations when they are appropriately prepared.
- Employ Higher Order Thinking (HOT) skills and become independent learners.
- Employ high quality functional skills, including key Literacy, Numeracy and ICT skills.
- Reading, writing, speaking, and listening are embedded across all subjects and reinforced through cross-curricular planning. Progress in these core skills is monitored regularly and underpins targeted interventions where required.
- Be challenged to achieve their potential.
- Enjoy and be committed to learning.



- Value their extra-curricular activities and integrate these with their academic skills.
- Sports and extracurricular activities, educational visits, community engagement and enrichment programmes are integral to the curriculum and support students' wider development. Opportunities for leadership and service are provided to develop social responsibility, creativity and teamwork.

The Curriculum Outcomes

Multinational School Bahrain's curriculum will:

1. Lead to qualifications that create highly employable persons and enable them to gain entry to higher education institutions.
2. Fulfill statutory requirements.
3. Enable students to fulfill their potential.
4. Meet the needs of young people of all abilities at the school.
5. Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
6. Prepare students to make informed and appropriate choices during and after their education.
7. Help students develop lively, enquiring minds, an ability to question and argue rationally, and an ability to apply themselves to a wide variety of tasks.
8. Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity, and coherence.
9. Ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career.
10. Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
11. Help students to use language and numbers effectively.
12. Help students develop personal moral values, respect for religious values, and tolerance of other races' beliefs and ways of life.
13. Help students understand the world in which they live.
14. The curriculum includes a comprehensive Personal, Social, Health and Economic Education (PSHEE) which supports students' moral, social, and emotional development. These programs, together with curriculum provision, promote respect for diversity.



Roles and Responsibilities

The Principal will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed annually.
- The procedures for assessment meet all legal requirements, and students and their parents/carers receive information to indicate the progress that each student is making and what is required to help them improve.

The school board will ensure that:

- It considers the advice of the principal when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.

The Vice Principal/s will ensure that:

- They have an oversight of the curriculum structure and delivery within their learning area.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses within their learning area.
- Schemes of learning are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with Heads of School on a regular basis, and actions are taken where necessary to improve these.

Heads of School will ensure that:

- Planning is in place for all courses. Such planning will be designed and will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation, and resources.
- Planning encourages progression in line with curriculum standards.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary, an appropriate combination of qualifications or alternative qualifications can be offered that best suit the needs of students.
- Assessments are tailored to meet the curriculum goals.
- They keep the vice-principal informed of proposed changes to curriculum delivery.

- All relevant information/data is recorded on the school management system.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- Booster classes are provided for students who are performing below expectations.
- Teachers share best practices with other colleagues in terms of curriculum design and delivery.
- Oversee professional development needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff will:

- Ensure that the school curriculum is implemented in accordance with this policy.
- Keep up to date with current developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practices amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- work in partnership with external third parties to provide an appropriate range of extra-curricular opportunities.

Students will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support, and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive coordinated support to enable them to make the appropriate curriculum choices during Years 9 and Year 11.
- Structured careers education and transition guidance are provided to students and parents particularly in Key Stages 4 and 5, to support informed choices between IGCSE, A Level and BTEC pathways. The school maintains links with universities,

industry partners and alumni to support career planning and higher education progression.

Parents and carers will:

- Be consulted about their children's learning and assisted in their planning for their future education.
- Be confident that their child is receiving the highest quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.

Monitoring, evaluation and review

The school board will receive an annual report from the principal on:

- The standards achieved in each subject compared with national and local benchmarks.
- The standards achieved at the end of each academic year taking into account any important variations between students, subjects, courses and trends over time, compared with international and local benchmarks.

Reviews

The school management will review this policy at least once a year and evaluate its implementation and effectiveness. The policy will be promoted and enforced throughout the school.

In addition to the annual review, curriculum assessment is an ongoing process during the academic year, guided by staff reflection, student feedback, parental input, and performance data. This continuous review cycle ensures the curriculum remains relevant, innovative, and aligned with the school's strategic development priorities.



Annexure 1

EYFS (Nursery and Reception)

The school starts at 7.45 and ends at 13.00. The day consists of 15-minute periods. Breaks are taken when the relevant teachers deem it required.

Primary School (Year 1 to Year 6)

The school day starts at 7.45 and ends at 2.15 and consists of 15-minute periods split by two breaks, the first at 9.40 (20 mins) and the second at 12.00 (30 mins).

Years 1 & 2 (Infant School)

Currently years 1 and 2 students have the following number of periods per subject per week:

Year 1:

Subject	Periods
English (incl. Phonics)	30
Maths	28
Science	9
Humanities	6
Physical Education	6
Computing	3
Art	4
Arabic	12
Music	3
Library	4
Life Skills	4



Year 2:

Subject	Periods
English	23
Maths	23
Science	10
Humanities	6
Physical Education	6
Computing	6
Art	4
Arabic	17
Music	3
Citizenship (Arabic and English)	3
Islamic Studies / Life Skills	3
French	3
Library	2

Years 3 - 6 (Junior School)

Currently years 3, 4, 5 and 6 students have the following number of periods per subject per week:

Years 3 - 6:

Subject	Periods
English	23
Maths	23
Science	10
Humanities	6
Physical Education	6
Computing	6
Art	4
Arabic	17
Music	3
Citizenship (Arabic and English)	3
Islamic Studies / Life Skills	3
French	3
Library	2

Years 7 - 9 (Lower Secondary School)

The school day starts at 7.45 and ends at 2.45 and consists of 15-minute periods split by two breaks, the first at 10.00 (20 mins) and the second at 12.45 (30 mins).

Year 7:

Subject	Periods
English	22
Maths	22
Science	12
History	7
Geography	7
Physical Education	4
Computing	7
Art	4
Arabic	17
Music	4
Citizenship (Arabic and English)	3
Islamic Studies / Life Skills	3
French	3
Reading	4



Year 8:

Subject	Periods
English	23
Maths	23
Science	12
History	7
Geography	7
Physical Education	4
Computing	7
Art	4
Arabic	15
Music	4
Citizenship (Arabic and English)	3
Islamic Studies / Life Skills	3
French	3
Reading	4

Year 9:

Subject	Periods
English	23
Maths	23
Science	15
History	7
Geography	7
Physical Education	4
Computing	8
Art	4
Arabic	15
Music	4
Citizenship (Arabic and English)	3
Islamic Studies / Life Skills	3
French	3

IGCSE (Year 10 & 11)

Students will study a set of core subjects along with certain optional subjects all leading to either a Secondary School certificate or an IGCSE qualification accredited by both Cambridge and Pearson Edexcel.

Year 10:

Subject	Periods
English (1 st and 2 nd)	16
Maths (Higher and Foundation)	16
PE	4
Biology ICT Enterprise	12
Physics Economics Travel and Tourism	12
Chemistry Single Science	16
Computer Science Art Business Studies	12
Arabic Global Perspectives Geography	12
Biology Single Science	4
Physics Single Science	4
Islamic Studies Personal Studies	3
Citizenship (Arabic and English)	4



Year 11:

Subject	Periods
English (1 st and 2 nd)	16
Maths (Higher and Foundation)	16
PE	4
Biology ICT Enterprise	12
Physics Economics Travel and Tourism	12
Chemistry Single Science	16
Computer Science Art Business Studies	12
Arabic Global Perspectives	12
Biology Single Science	4
Physics Single Science	4
Islamic Studies Personal Studies	3
Citizenship (Arabic and English)	4

AS-Level & A-Level (Year 12 & 13)

Students will study a set of core subjects along with certain optional subjects all leading to either a Secondary School certificate, BTEC or AS Level or A Level qualification accredited by both Cambridge and Pearson Edexcel.

Year 12:

Subject	Periods
Maths (External)	24
Maths (Internal)	12
General English	8
Arabic	16
Economics IT Chemistry	24
Accounting Art Biology	24
Business Studies Business Studies BTEC Physics Psychology	24 (11)
Islamic Studies	3
Citizenship Arabic	4
Global Perspectives	7

Year 13:

Subject	Periods
Maths (External)	24
Maths (Internal)	12
English	8
Arabic Psychology	12
Economics IT IT BTEC Chemistry	24
Accounting Art Biology	24
Business Studies Physics	24
Islamic Studies	3
Citizenship Arabic	4
Global Perspectives	7