

SCHOOL KG MOE SUBJECT POLICY

Purpose	This policy sets out the school's commitment to delivering an inclusive, developmentally-appropriate Arabic language and Islamic Studies programme for children in Kindergarten (KG1/KG2) who are non-native Arabic speakers. The aims are: • To support children in acquiring foundational Arabic language skills (listening, speaking, simple reading/recognition) in a playful, engaging environment. • To deliver Islamic Studies to Muslim children in a way that is accessible, meaningful, and respectful of their language background. • To foster bilingual/multilingual development, valuing children's home language and supporting Arabic as an additional language. • To strengthen children's connection to culture, values and identity in the UAE context, while respecting diversity. • To engage families in the language and values learning journey, as partners in the child's development.
Scope & Applicability	This policy applies to: • All children enrolled in the Kindergarten programme who are non-native Arabic speakers (i.e., Arabic is not their first language or dominant home language). • The Arabic language programme delivered in Kindergarten for all children, with this policy emphasising the non-native stream adaptations. • Islamic Studies lessons for Muslim children in Kindergarten; non-Muslim children may participate in an alternative values programme. • Teaching staff, classroom assistants, inclusion/support staff and leadership responsible for delivering Arabic & Islamic Studies at KG level. • Parents/caregivers of children in the non-native Arabic stream, to support home-school partnership.
Time Allocation & Programme Structure	• Arabic: In line with regulatory guidelines, children will receive structured Arabic instruction in kindergartens, the minimum is 200 minutes (40 minutes per day) • Islamic Studies (for Muslim children): Minimum 90 minutes per week (e.g., two sessions of ~45 minutes or three sessions of ~30 minutes) in Kindergarten. The Gulf Time Newspaper+1 • The school timetable should provide Arabic and Islamic Studies alongside other early years activities; the focus is on immersive, integrated language exposure, not only formal lessons.
Curriculum & Pedagogical Approach	<i>Arabic Language (Non-Native Stream)</i> • Children are immersed in Arabic as an additional language through: songs, rhymes, stories, role-play, language-rich corners, visual cues, manipulatives, games.

- Differentiation: Children's prior exposure to Arabic is assessed; groupings are flexible (e.g., beginner, emerging, developing).
- Emphasis on oracy (listening & speaking) first, then emergent literacy (recognising Arabic letters/sounds, vocabulary) rather than formal writing for beginners.
- Bilingual support: Use of home language (or English) scaffolding may be implemented to support understanding.
- Rich language environment: Classroom displays with Arabic labels + English/home language translation, Arabic storytelling area, Arabic-language prompts in routines.
- Integration across day: Arabic vocabulary and expression used during transitions, play-times, outdoor activities, not just during "Arabic lesson".
- Celebrate progress & bilingualism: School values children's home language and emphasises that being bilingual/multilingual is a strength.

Islamic Studies (Non-Native Arabic Speakers)

- When teaching Islamic Studies to non-native Arabic speakers, the programme uses simplified Arabic, transliteration and bilingual explanation (Arabic + a familiar language) as appropriate.
- Focus on key themes relevant to Kindergarten age: e.g., Allah's names, Prophets (peace be upon them), kindness, sharing, respect for parents, daily good deeds, simple Qur'anic verses and supplications, adab (manners).
- Learning activities: Story-telling, role-play, songs (without inappropriate instrumentation), craft, outdoor reflection, values talk, interactive games.
- Differentiation: Teachers adapt pace and language to children's proficiency in Arabic; use visuals, gestures, scaffolding to support understanding.
- Inclusive option: For non-Muslim children or if families request, the school offers a values/character education programme aligned with Islamic values (kindness, respect, responsibility) but non-religious in content.

Values, Culture & Social Understanding

- Arabic and Islamic Studies programmes embed UAE national values (family, community, environment, heritage) through relevant content. [Adek+1](#)
- Children are encouraged to respect cultural diversity, value different languages, and feel part of a multilingual community while building Arabic competence.
- Links to other curriculum areas: Arabic vocabulary in play, free-choice, outdoor exploration; Islamic values integrated into socio-emotional learning and classroom routines.

Learning Outcomes

Arabic Language (Non-native Arabic-speakers)

By the end of the Kindergarten year (KG1/KG2) in the non-native Arabic stream, children will be able to:

1. Listening & Oral Communication

- Understand and respond to familiar Arabic greetings, simple instructions and classroom routines (e.g., "مرحباً", "صباح الخير", "قُم", "اجلس").

- Recognise and use a growing bank of basic Arabic words and phrases in context (e.g., names of common objects, colours, numbers, actions) in play and routine.
- Participate in short, structured Arabic interactions: answering simple questions (“ما اسمك؟”), asking simple questions (“أين الكرة؟”), and engaging in paired/whole-group conversations with teacher support.
- Show curiosity and willingness to speak Arabic in play-based contexts: role-play, songs, story-time, games.

2. Emergent Arabic Literacy (Pre-reading / Pre-writing)

- Recognise and name some Arabic letters (especially commonly used ones) and associate them with their sounds in the context of familiar words.
- Distinguish between spoken Arabic vocabulary and its written representation (e.g., seeing the word “كتاب” and recognising it means “book”).
- Engage with Arabic story-books (with support) by listening to stories, pointing to words/pictures, responding to questions about the story in Arabic or bilingually, and beginning to predict what might happen next.
- Begin to use pre-writing Arabic activities: tracing Arabic letters, symbols, and eventually writing their own name or a familiar word in Arabic (with modelling and support).

3. Cultural & Language Awareness

- Show positive attitudes towards Arabic: show enjoyment when participating in Arabic songs, stories, games, and classroom routines.
- Recognise that Arabic is an additional language they are learning, value being bilingual/multilingual, and begin to feel confident in using Arabic in school-context, even while still developing proficiency.
- Make connections between Arabic words they hear/see and their classroom/home environment (for example: associating the Arabic word for “door” or “book” with the actual object).
- Show emerging awareness of UAE cultural and linguistic context: hearing Arabic being used in the classroom, recognising simple cultural words/phrases, and participating in Arabic-language cultural learning experiences.

Islamic Studies / Values Education (for Muslim children, non-native Arabic speakers)

By the end of the Kindergarten year, children will be able to:

1. Knowledge & Understanding

- Recall and recognise a small selection of key Arabic words or phrases used in the Islamic values programme (e.g., “شكراً لله” – “thank you to Allah”, “أبي” – “my father”, “أمي” – “my mother”, “نبي” – “Prophet”).
- Understand and respond to age-appropriate stories about Prophets (peace be upon them), kindness, sharing, gratitude, respect for parents using simplified Arabic (with support).
- Recognise and respond to a small number of Qur’anic verses or supplications in Arabic (with transliteration/translation) suitable for KG age.

2. Values & Behaviour

- Demonstrate emerging Islamic values/character traits in everyday school contexts: kindness to peers, sharing, saying “thank you”, respect to adults/parents, caring for the environment.

	• Use simple Arabic words/phrases associated with those values when prompted (e.g., child uses “شكراً” when thanked, or “أبي” when referring to father). • Participate in Islamic-values related play and activities: role-play stories, craft, discussion about “what does sharing mean?”, and show application in classroom routines. 3. Language & Communication in Islamic Context • Use simple Arabic vocabulary in the context of Islamic Studies: respond to teacher prompts in Arabic (with translation/support) about values, story characters, or actions (e.g., “What did the Prophet do? ...?”) • Listen attentively to Arabic-language Islamic stories/songs, respond with gestures, points, or short Arabic words/phrases, and then engage in discussion (in Arabic + home language) about what they understood/experienced. 4. Cultural & Religious Identity • Develop a sense of belonging and positive self-identity in a multicultural context by recognising that they are being introduced to Islamic values and Arabic language in a respectful, accessible way. • Show interest in Islamic cultural and ritual contexts appropriate to their age (e.g., simple greeting of “السلام عليكم”, joining class discussions about community, respect, belonging).
Staffing & Professional Development	• Arabic teachers for the non-native stream have qualifications in early childhood education and experience or training in Arabic as an additional language. • Islamic Studies teachers are skilled in adapting content for children with limited Arabic proficiency and in early years pedagogy. • All teaching staff receive ongoing professional development in: play-based pedagogy, language acquisition in young children, differentiated instruction, bilingual strategies, inclusive practice. • The school leadership monitors staff training and ensures at least the minimum professional development hours (e.g., 20 hours per year) for Arabic language teachers. • Collaboration: Arabic, Islamic Studies and classroom teachers work together to integrate Arabic/values across the day and to monitor children’s progress.
Resources & Learning Environment	• Arabic-rich classroom environment: Arabic-language corner, visuals with dual labels (Arabic + English/home language), storybooks in Arabic (with translation or bilingual versions), audio resources (songs, stories), manipulatives. • Islamic Studies resources: Age-appropriate storybooks, large-print Arabic verses with transliteration/explanation, craft/multimedia materials, visual supports, role-play props. • Outdoor and free-choice areas: Arabic language games, vocabulary hunts, nature walks with Arabic prompts; values reflection in outdoor settings. • Library/media: Arabic-language children’s books (including bilingual), interactive apps (I love Arabic)/games for Arabic language learners, audio nasheeds/recitations suitable for young learners.

	• Home-school link: Provide take-home resources (vocabulary cards, Arabic storybooks, simple Islamic values activity sheets) for parental support.
Assessment & Reporting	• Formative ongoing assessment: Teachers observe children's listening/speaking in Arabic, participation in Arabic-language activities, vocabulary acquisition, engagement in Islamic values and activities. • For Arabic non-native stream: Baseline assessment of prior Arabic exposure, periodic monitoring of progress (e.g., oral vocabulary checklists, speaking tasks, recognition of letters/sounds, story-telling in Arabic). • Portfolios: Children's work samples (art, role-play, story-telling) in Arabic and values/Islamic Studies. • Reporting to parents: At least termly updates – summary of child's Arabic language exposure, progress in listening & speaking, participation in Arabic and Islamic/values programme, suggested home-support activities. • School self-evaluation: Annual review of Arabic & Islamic Studies provision, effectiveness of differentiation for non-native speakers, resource adequacy, staff training, parental engagement. • Compliance: The programme aligns with national/regional directives (e.g., Ministry of Education, ADEK, KHDA) for Kindergarten Arabic/Islamic provision. Adek+2KHDA+2
Inclusion & Differentiation	• Recognise that non-native Arabic speakers come with diverse language backgrounds. Provide scaffolded support, visuals, peer-buddying, flexible grouping, additional language exposure. • For children with special educational needs (SEND) who are non-native Arabic speakers: adapt materials (large print, tactile aids, visuals), provide extra time, use language scaffolds, coordinate with inclusion specialist. • Respect and value children's home languages: Encourage use of home language, English and Arabic; celebrate multilingualism. • For children exempt from Islamic Studies (non-Muslim or opted out), provide General Knowledge that reflects the school's ethos and respects all backgrounds.
Family & Community Engagement	• Communicate the Arabic & Islamic Studies non-native stream to parents: what children will learn, how they can support at home, the value of Arabic exposure and values learning. • Provide parent workshops/briefings: e.g., "Supporting Arabic at home", "Islamic values and daily life", "Playing in Arabic". • Home-school resources: Vocabulary cards, simple Arabic storybooks with translation, Arabic-language games, values discussion prompts. • Family events: Arabic-language story-time afternoons, Arabic culture days, parent-child Arabic games nights, values/Islamic studies family reflection sessions. • Regular newsletters: In English + Arabic (or bilingual) with updates on what is happening in Arabic and Islamic/values programme, suggestions for home support. • Community link-ups: Cultural visits, mosque or community centre trips (age-appropriate), guest storytellers in Arabic, celebrating Arabic language and UAE culture.
Sample Implementation Timeline	• First term: Establish Arabic language corner, train teachers in play-based Arabic pedagogy; begin Arabic daily (40 minutes); start

	Islamic Studies sessions (90 minutes/week for Muslim children); share parent-letter about new policy. • Second term: Introduce differentiated Arabic for non-native speakers; host Arabic family event; integrate Arabic learning across non-language parts of the day (free-play, routine, transitions). • End of year: Review children's progress in Arabic (listening/speaking) and Islamic values participation; survey parents and staff; adjust planning for next year (increase Arabic minutes toward 300/week, further resource development). • Long term: By 2027-28 aim to reach 300 minutes/week Arabic, continue to evolve Islamic Studies pedagogies, deepen parent-engagement, monitor inspection readiness.
Roles & Responsibilities	• KG Incharge/Coordinator: Oversees implementation of Arabic (non-native) and Islamic Studies policy, monitors timetable, ensures teacher PD, liaises with parents. • Arabic Teacher (Non-Native Stream): Designs/play-based Arabic lessons for non-native speakers; differentiates; monitors progress; collaborates with classroom teacher. • Islamic Studies Teacher: Prepares age-appropriate Muslim-values lessons, collaborates with Arabic teacher and KG team to ensure children's language needs are met. • Classroom Teachers: Integrate Arabic language exposure across daily routine (free-play, transitions, classroom interactions); support non-native Arabic learners. • Parents/Caregivers: Engage in home support for Arabic; participate in school-home communication; support Islamic/values learning at home. • School Leadership: Provide resources, ensure timetable compliance, oversee review, ensure inclusive access, provide training and oversight.
Oversight, Compliance & Review	• The Head of Kindergarten / Arabic & Islamic Coordinator ensures this policy is implemented, monitored and reviewed. • Annual review: At the end of each academic year, the school will review the policy implementation using the following: • Feedback from teachers (Arabic & Islamic), classroom teachers, inclusion specialists. • Parent feedback on home-support engagement and satisfaction. • Children's progress data (Arabic language development, participation in values/Islamic programme). • Resource audit (are materials, environment, staffing appropriate?). • Training log for staff. • Amendments: Based on review outcomes, the policy, resources, timetable, grouping, pedagogy may be updated. • The school ensures alignment with regulatory policies from Ministry of Education.
Conclusion	This policy ensures that Arabic and Islamic Studies in Kindergarten are developmentally appropriate, culturally rooted and spiritually uplifting. It aims to nurture children who are confident in their diversity, grounded in Islamic values and prepared for future learning in both language and faith.

Compliance:

Effective from	AY 2025/26 as per MOE (2025) Timeline
Compliance from	AY 2026/27

Approved By:

Rachna Prakash
Principal
Bright Riders School- Abu Dhabi

