



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

Islamic Studies Policy

Approved by:	Jeremy Halloum
Last reviewed on:	September 2025
Next review due by:	September 2027

MISSION

Lead, nurture and succeed.

VISION

A sustainable and inclusive community hub, nurturing future leaders.

Nurturing
LEADERSHIP



1. Introduction

MTW offers Islamic Studies to all Muslim children attending the school from FS2 onwards. In the lower years the curriculum addresses numerous areas of a child's development. Short Surahs, Hadeeth, Duaa, Nasheeds, sciences, development of personal attitudes, acknowledging environmental issues, and developing social skills are all integrated in the Islamic Curriculum. Also included as part of the curriculum are trips, Islamic academy and ECAs to improve Qur'an recitation, Seerah, Aqeedah and Ibadah, special events that are linked to Islamic Education helping children progress, especially with the transference of Islamic knowledge to the practicalities of daily life – including the etiquettes of entering a Mosque and how to conduct themselves during prayer times.

Starting from Year FS2 the school follows the Ministry of Education (MOE) Islamic curriculums.

Islamic Education is compulsory for all Muslim students: Islamic A is delivered in Arabic for Arab national students, while Islamic B is delivered in English for Muslim non-Arab students, with both groups taught separately.

2. Purpose of policy

Islamic Education is an important part of school life for all children at MTW, specifically our Muslim students. This policy outlines the teaching and learning of Islamic Education and reflects the views of teaching staff, children and the Senior Management.

The purpose of this policy is to recognise the elements of quality Learning and Teaching and disseminate it across our whole school community. It provides a blueprint for objective professional discussion, objective criteria for professional development and complements our school ethos – to promote excellence throughout the school community. This policy will be reviewed regularly by the Head of MoE and Islamic Head of department to ensure consistency, relevancy and continuity of teaching and learning. The implementation of the policy will be monitored by the subject leader and Senior Management, including the principal

3. Aims and objectives

To provide a strong Islamic Education curriculum that will assist students in attaining their educational and personal goals in relation to Islamic teachings. Students are enabled to lead successful professional and personal lives, to become positive and active contributors to society. The vision of Islamic education presented here makes a fundamental distinction between teaching about "Islam" and teaching about "being Muslim." The goal of Islamic education is to ensure that students understand what it means to be Muslim through practical and meaningful learning experiences.

4. Learning and Teaching styles

The mission of Islamic Education is to pursue excellence in teaching, learning, and research in the academic study of Islam as an implementation of the vision for Muslim education and multiculturalism. The Islamic Education Department is working to achieve the following goals:



- To promote intelligent debate and understanding of Islam and the role of Muslims in the contemporary world.
- Provide students with an opportunity to broaden, deepen, and enrich their understanding of Islam, based on authentic sources and comparative methods of study.
- Develop students' understanding of the position of the Qur'an in Islam.
- Provide students with general understanding of Islam and How to be a Muslim.
- Develop students' awareness of the history of Islam.
- Promote the appreciation of Islamic ethics and etiquette through a code of personal practice.
- Prepare students to contribute to both Muslim and multi-cultural environments.
- Equip students with the skills they need to pursue life-long learning.
- Develop critical and analytical thinking in students.
- Provide students with an opportunity to develop the capacity for independent learning.
- Enable students to develop their academic potential

The school uses a variety of teaching and learning styles in Islamic Education lessons. We acknowledge that people learn in different ways and recognise the need to develop strategies that allow all children to learn in ways that suit them. The principle aim is to develop children's knowledge, skills and understanding of Islam, its teachings and practices. Teachers ensure that the children apply their knowledge and understanding of the Quran as well as teachings of the Prophets and followers. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Effective teaching and learning relies on careful planning and assessment in line with MOE expectations and outcomes.

Students use digital learning throughout lessons where applicable and according to the needs of the students and this adds a new and motivating learning dimension for students. Digital learning is accessed through use of phoenix classroom to access the live sessions, seesaw where the students can find all the resources and screencast videos that supports their educational needs, using of QR codes, iPads, laptops, and access to the innovation lab. Many programs and apps are used to enhance student learning experiences.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn. In all classes there are children of varying abilities. We recognise this fact and provide suitable learning opportunities for all children by matching the pace and challenge of the lesson to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- using additional adults to support the work of individual children or small groups.



5. Islamic Education curriculum

The Islamic Studies teachers have dedicated classrooms for the teaching of Islamic Studies. In addition, the teachers and students use the prayer rooms for studying, praying, and reading Quran. Furthermore, some activities and events are conducted in the school Multipurpose Hall and using the outdoor premises within the school grounds.

The program aims to:

- Develop the learners' interest and understanding of Islam and Muslims.
- Develop curriculum and plans that meet the developmental needs of students.
- Acquire deeper knowledge of Muslim cultures, societies, and civilisations and the changes.
- Encourage the implementation of knowledge into the daily lives of students in and out of school.
- Enhance the Islamic perspective of students and their critical thinking, problem solving and creativity skills.

6. The contribution of Islamic Education to teaching in other curriculum areas

Islamic Education is taught through all areas of the curriculum, where appropriate. The Islamic Studies book informs planning in curriculum areas when applicable. The Five Pillars of Islam, some events in the life of Prophet Muhammad PBUH and Islamic etiquettes are displayed around the school informing all pupils at MTW how they are reflected in their learning and everyday lives.

Islamic education, social studies and integrating Emirati culture into early childhood settings

The Islamic education and social studies curriculum, as provided by the Ministry of Education, supports a comprehensive understanding of Islamic principles for Muslim children and promotes shared values and cultural traditions for all children. These subjects also play a vital role in nurturing children's spiritual, moral and ethical development.

In alignment with the Ministry of Education's Mandatory Subject Guide in Private Kindergartens, the 90 minutes allocated for Islamic education is to be included within one third of the total time designated for Arabic language instruction. Social studies should be integrated throughout the early years curriculum. Early childhood institutions must adhere to all current and future requirements issued by the Ministry of Education regarding Islamic education for Muslim children.

This aspect of the curriculum does not conflict with the requirement to integrate Arabic language into early childhood programmes. Instruction in Islamic education and social studies should be delivered using interactive, play-based teaching methods, in line with the principles outlined in these Guidelines

7. Inclusion

At MTW we recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. In Islamic Studies the ministry curriculum is the starting point for planning the material that meets the specific needs of individuals and groups of pupils. This is modified and enhanced through ECAs, Islamic competitions and religious celebrations.



Responding to pupils' diverse learning needs.

At MTW teachers planning will set high expectations and provide opportunities for all pupils to achieve so that all pupils can take part in lessons fully and effectively.

Teachers will take specific action to respond to pupils' diverse needs by;

- a. Creating effective learning environments
- b. Securing their motivation and concentration
- c. Providing equality of opportunity through teaching approaches
- d. Using appropriate assessment approaches
- e. Setting targets for learning which build on pupils' knowledge, experience, interests and strengths and are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

Overcoming barriers to learning and assessment for individuals and groups of pupils.

Where particular pupils have learning and assessment requirements which go beyond the provision described above, and which must be addressed in order to overcome barriers to learning, for example as a result of a special educational need, disability, or linked to the pupils' progress in learning English and/or Arabic as an additional language teachers will take account of these requirements by;

- a. Supporting access to text, such as through prepared tapes particularly when working with significant quantities of written materials or at speed
- b. Help in tasks that require extended writing to communicate their detailed ideas through alternative communication methods, such as the use of ICT or speech to allow pupils to demonstrate their understanding and to maintain their concentration and motivation
- c. Non-visual means to access sources of information
- d. In assessment – when judgments against level descriptions are required, these should where appropriate, allow for the provision above.

8. Equal Opportunities

The school recognises the value of, and seeks to achieve, a diverse school community which includes people from differing backgrounds skills and abilities. The school will take positive steps to create school culture through its governing body, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

9. Parental involvement

MTW is keen on parental involvement in all aspects of school life where possible. All parents of children who partake in the Islamic Education curriculum are strongly encouraged to continue the learning discussions with the children at home. The Islamic Education team is available to discuss this on request. Seesaw is used by teachers to provide motivational tool to continue learning at home.



10. Assessment and recording

The school follows the MOE graduation requirements and credit allocations. The school offers the final exams for students as per the UAE national framework document and another subject teacher to supervise the whole process.

The information about learning expectations and students' progress are communicated to students and parents through:

- Written reports
- Parents/teachers conferences
- Parents Forums
- One to one meetings
- Phone calls
- Official letters
- E-mails

The results of the assessments are regularly reviewed and analyzed by teachers, the Head of MoE and coach, to maintain consistency between the written curriculum and the curriculum objectives actually taught, and to determine the student's achievement in the subject.

11. Resourcing

Islamic Education has the use of the prayer rooms for studying, praying, and reading Quran as indoor facilities. Designated classrooms have been timetabled for Islamic Education classes. There is also the opportunity to have classes in the school outdoor open spaces. Resources for teaching Islamic Studies can be found on the public drive, including Islamic studies books.

12. Monitoring and review

This policy has been discussed and agreed by the MTW teaching staff and leadership teams for implementation.

If you have any questions or concerns don't hesitate to contact the Head of MoE in the below mail:-

Monitoring and review

This policy is monitored by MTW Senior Leader and will be reviewed every 2 years or earlier if necessary.