

**RAHA INTERNATIONAL SCHOOL  
KHALIFA CITY CAMPUS**

**POLICIES**

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|-----------------------|------------------------|
| Policy title          | Cultural Consideration |
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| Approving Committee | Name         | Signature                                                                             |
|---------------------|--------------|---------------------------------------------------------------------------------------|
| Principal           | Peter Taylor |  |

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## Purpose

The Cultural Consideration Policy ensures alignment with the Abu Dhabi Department of Education and Knowledge (ADEK) Cultural Consideration Policy. It provides clear processes for fostering respect, inclusivity, and cultural awareness within our community. The policy outlines the vetting and approval of teaching resources, cultural compliance communication, and staff training to maintain a culturally sensitive environment that respects UAE traditions and values.

## Scope

This policy applies to all members of the KCC community, including staff, students, parents, and other stakeholders. It governs the selection of resources, organisation of cultural events, communication strategies, and ongoing training.

## Policy Statement

KCC is committed to:

- Aligning with ADEK's Cultural Consideration Policy to ensure compliance in teaching and school activities.
- Promoting a culturally respectful environment through adherence to UAE customs, traditions, and values, including staff dress codes and behaviour expectations.
- Vetting resources through the Resource Selection and Cultural Consideration Committee (RSCCC), which meets weekly.
- Maintaining records of resource approvals and any materials removed, with explanations.
- Training staff on cultural compliance during induction, with termly reminders, and ongoing professional development.
- Ensuring all staff sign the ADEK Code of Conduct as part of their onboarding process and commit to adhering to its cultural and professional standards.

- Communicating cultural events, policies, and expectations to the entire school community via newsletters, handbooks, and emails.

## **Resource Selection and Cultural Consideration Committee (RSCCC)**

The RSCCC ensures teaching resources and library materials meet ADEK cultural guidelines. The committee comprises:

- Head Librarian
- Director of Arabic for the Abu Dhabi Raha Taaleem Schools
- Head of Multilingualism
- Principal
- Vice Principal
- Heads of School
- SLT

### **Responsibilities:**

- Conduct weekly meetings to review and approve resources for cultural compliance.
- Document decisions in a shared report, recording the rationale for any material rejected or removed.
- Maintain a library record of books removed, detailing why each book did not meet cultural standards.
- Ensure teaching materials align with ADEK's banned book list using a dual-check system: AI screening and manual review.
- Ensure all resources respect UAE heritage and Islamic values while promoting IB principles of international-mindedness and inclusivity.
- Respond to breach of the Cultural Consideration Policy.

## **Processes and Procedures**

### **Staff Dress Code:**

- All staff are expected to dress conservatively and professionally in accordance with UAE cultural norms.
- Clothing must cover shoulders and knees, avoiding tight or revealing attire.
- Tattoos must always be covered, and piercings should be discreet. Facial piercings (other than a small nose piercing) and body modifications (e.g., ear stretching) are not permitted.

Adherence to the ADEK Code of Conduct:

- All staff sign the ADEK Code of Conduct during onboarding. This ensures they are familiar with and committed to maintaining cultural and professional standards.
- Behaviour inside and outside the school must reflect respect for UAE traditions and Islamic values.

## **Student Dress Code**

- Students are expected to dress modestly and respectfully in accordance with UAE cultural norms.
- Clothing must cover shoulders and knees, avoiding tight or revealing attire.
- Tattoos must always be covered, and piercings should be minimal and discreet. and body modifications, such as ear stretching, are not permitted.

### **Adherence to School Uniform Policy:**

- All parents sign the Parent Contract during admissions, ensuring they are familiar with and committed to the school's uniform and dress code policies.
- Uniform guidelines are available on the school website. We work closely with our uniform provider to ensure the uniform is culturally considerate, appropriate, and acceptable.
- The uniform is reviewed regularly to maintain alignment with UAE cultural norms and community expectations.
- For non-uniform days, including off site trip/visits, parents are notified in advance about what is acceptable and unacceptable, ensuring compliance with cultural and school standards.

### **Resource Vetting:**

- All teaching and library resources undergo a dual-check process: AI screening and manual review.
- The RSCCC meets weekly to review materials, approve or reject them, and document decisions.
- Records of removed books, including reasons for rejection, are maintained in the library.

### **Training and Professional Development:**

- Induction Week:
- New Staff Training: Comprehensive cultural compliance training, including dress code, behaviour expectations, and resource vetting processes.
- Whole Staff Refresher: All staff participate in cultural sensitivity refresher training.

### **Ongoing Updates:**

- Term reminders sent via email outline key cultural compliance expectations.
- Staff receive updated materials and checklists to reinforce cultural sensitivity.
- Annual workshops focus on resource use, cultural compliance, and professional growth.

### **Communication:**

- Parent Handbook: The Cultural Consideration procedure is accessible to all parents via the Parent Portal.
- Newsletters: Monthly newsletters provide cultural updates, event reminders, and policy highlights.
- Emails: Staff and parents receive termly reminders about cultural compliance and expectations.

### **Reporting Concerns:**

Staff, students, and parents can report concerns or questionable materials via a dedicated email or through the school's reporting form.

Reports are reviewed by the RSCCC during their weekly meetings, and responses are documented.

### **Annual Calendar of Cultural Compliance and Communication**

The calendar includes regular training, communication, and cultural events.

Highlights:

- Induction Week: New and refresher staff training.
- Weekly: RSCCC meetings to review resources.
- Weekly: Newsletters to parents and staff with updates and reminders.
- Termly: Reminders to staff about compliance and cultural expectations.
- Key Cultural Events: UAE Flag Day, National Day, Ramadan activities, and more.

### **Conclusion**

By adhering to ADEK guidelines, leveraging the RSCCC's expertise, and maintaining clear communication with the school community, KCC ensures a culturally respectful environment that supports diversity and inclusivity. Through regular training, resource vetting, and transparent processes, KCC remains dedicated to fostering a safe and enriching learning environment.

## Appendices

1. Term 1 staff email (sample)
2. Staff Checklist for IB Curriculum, Books, Resources Compliance with ADEK, UAE MOE, and UAE Cultural/Religious Standards
3. Term 2 staff email (sample)
4. Form for staff to raise a question, query about a book, resource, or curriculum
5. Library Policy paragraphs referring to Cultural Consideration
6. Responding to Breaches Flow Diagram
7. Student dress code

## 1. Term 1 – Staff Email Sample

### **Subject: Adhering to Cultural Standards and Embracing Opportunities in the UAE**

Dear Staff,

We are privileged to live and work in a country that offers incredible opportunities for personal and professional growth. To make the most of these opportunities, it is important that we remain mindful of the cultural and religious values that are integral to life in this region. By demonstrating respect and sensitivity in our behavior and interactions, we show our appreciation for the hospitality and opportunities extended to us by our host country.

Please take note of the following expectations to ensure that we align with cultural and religious norms, while upholding the values of respect and inclusivity:

#### **Clothing:**

In keeping with local customs, staff are expected to dress conservatively and professionally. For all staff, men and women, clothing should fully cover the shoulders and knees, and attire should remain modest both at school and school events. This approach ensures that we respect cultural expectations and embrace the opportunity to positively represent our school in the community.

#### **Tattoos and Piercings:**

As a reflection of cultural sensitivities, tattoos should remain covered while on school premises and at school-related events. Ear piercings should be discreet and modest in accordance with local norms, ensuring that our appearance reflects the values of our host country. Other than a small nose piercing, face, body or stretching is not acceptable.

#### **Curriculum Content:**

When planning lessons, staff must ensure that the content adheres to cultural and religious standards. We are in a unique position to provide a globally relevant education while respecting the religious and cultural beliefs of the UAE. It is important to approach sensitive topics with care, using culturally appropriate examples and resources that reinforce our shared values of inclusivity and respect.

#### **Resources:**

All teaching resources, whether text, images, or media, should respect local religious and cultural standards. We encourage the use of culturally relevant materials that reflect the UAE's rich heritage while also promoting the IB ethos. By doing so, we not only support learning but also foster a deep appreciation for the culture that surrounds us.

#### **Behaviour:**

Both inside and outside of school, our behavior should reflect respect for the UAE's cultural and religious norms. As representatives of our school, our actions, language, and interactions in public

spaces, and online, should uphold the values of modesty and professionalism. The UAE offers us the opportunity to live in a country that blends modernity with tradition, and by adhering to these standards, we contribute to the positive image of our school and community.

### **Cultural Compliance Support:**

If you are ever in doubt about what to wear, say, do, or use in a lesson, please err on the side of caution—when in doubt, do not do it, wear it, or act in that manner. Instead, complete the form below, and ask your Head of school to bring your resource, question, or concern to the Cultural Compliance Committee, resources and curriculum questions, or the library, which checks library books for cultural suitability. The committee meets every Tuesday, and a form is attached for you to submit any resources or questions. We are here to support you in ensuring compliance with cultural standards.

All the above expectations are in line with the Code of Conduct that you signed on the ADEK PASS system. It is vital that we adhere to this code to ensure that we maintain the high standards expected of us, both as school staff/educators and as respectful members of the UAE community.

We are fortunate to live in a country that provides a wealth of experiences, from professional development to cultural exploration. By embracing these expectations, we demonstrate our respect for the UAE's cultural fabric and the wonderful opportunities it provides.

Thank you for your dedication and commitment to maintaining our shared values of respect, professionalism, and cultural sensitivity.

Kind regards,  
The Compliance Committee

## **2. Term 1 Staff Checklist for IB Curriculum, Books, Resources Compliance with ADEK, UAE MOE, and UAE Cultural/Religious Standards (sent with the Term 1 staff email)**

These questions may support your decision making.

### **1. Curriculum Alignment (IB Specific):**

Is your curriculum aligned with the International Baccalaureate (IB) framework and philosophy while, where appropriate, meeting the UAE Ministry of Education (MOE) standards and framework and Abu Dhabi Department of Education and Knowledge (ADEK) guidelines?

Are you making connection between the IB learner profiles and approaches to learning (ATL), UAE national identity, cultural diversity, and Islamic values?

Is the curriculum compliant with IB standards but adapted to support Arabic language learning and UAE history and heritage education?

Do your units incorporate UAE Vision and the National Agenda goals, ensuring cultural relevance and compliance with local expectations?

## **2. Book/Resource Content Review:**

Are the books and resources used within the IB curriculum free of any offensive content related to religion, culture, or politics, particularly sensitive topics concerning Islam, UAE history, or the region? Do the books and resources support the IB mission of international mindedness while promoting tolerance, inclusivity, and respect for UAE values and Islamic culture?

Are the depictions of family structures, gender roles, and relationships culturally appropriate within the UAE context?

Are all images, illustrations, and media in line with UAE's religious and cultural norms, especially modest clothing, and appropriate symbols?

Have the books and materials been reviewed for any religious content that may contradict Islamic beliefs?

## **3. Cultural Sensitivity (IB Specific):**

Are the themes and global contexts of the IB units of inquiry aligned with the social values and religious practices expected in a school setting in Abu Dhabi?

Have topics related to political conflicts, alcohol, drugs, or explicit content been avoided or, if approved by ADEK, handled with extreme sensitivity while respecting the inquiry-based nature of IB?

Are the perspectives presented in the IB curriculum respectful of the UAE's national identity while encouraging critical thinking and global engagement?

## **4. Religious Considerations:**

Does the curriculum respect Islamic practices, holidays, and cultural norms within the IB framework (e.g., Ramadan, Islamic New Year)?

Have you ensured that religious practices like prayer times Islamic studies are integrated smoothly into the daily IB schedule?

Is the language used in IB resources respectful of Islamic values (e.g., avoidance of blasphemous or derogatory terms)?

## **5. External Resource Verification:**

Have you ensured that external vendors, digital resources, or third-party materials are compliant with ADEK, MOE, and UAE cultural guidelines, while also supporting IB global themes and inquiry-based learning?

Have guest speakers, field trips, and supplementary activities been evaluated for both cultural and religious appropriateness in the UAE context and relevance to the IB curriculum?

Do digital and online IB resources have filters or content controls that block inappropriate content in alignment with UAE law.

### 3. Term 2– Staff Email

Dear KCC Team,

At the beginning of each term, we will share a few reminders, updates, and any changes that may have occurred. These reminders will also be reflected in the staff handbook following the email.

Below are a few important reminders to help ensure everything runs smoothly in Term 2.

#### Key Reminders for Term 2:

##### Safeguarding

A reminder that safeguarding is everyone's responsibility. Please remain vigilant and report any concerns immediately to Michael Brady or one of the Assistant CPCs – Rachel, Greer, Luke, Barry and Raquel. Your attention to safeguarding is essential to ensuring the safety and well-being of all our students.

Additional safeguarding reminders:

- If new staff are joining this term, please have them message Melissa on Teams to arrange mandatory safeguarding training.
- Wear your lanyard at all times for identification and security purposes.
- Please refrain from posting photos of students on personal social media accounts, including LinkedIn. However, you may share or repost KCC's official posts.

##### Health & Safety

The main staff car park at Gate 1 will be locked from 7am to 3.45pm. During this time, the gates will only open for emergency vehicles. If you have visitors to the school during these times who will need a parking space, please let Ruan know so he can reserve a parking space outside gate 1.

As part of our preparations for the external health and safety audit by KPMG in January, it is crucial that all staff:

Complete the acknowledgment of the health and safety policies and risk assessments via this <https://form.typeform.com/to/BDM69z5v> by the EOD today, Monday. It only takes a few minutes.

- Review the health and safety policies, procedures, and risk assessments available: [View Documents](#).

Completing the acknowledgment link and reviewing the documents is essential for compliance and will demonstrate our readiness for the audit.

Please also help us ensure a safe environment by:

- Ensuring fire exits are never blocked and familiarizing yourself with fire evacuation procedures.
- Reporting any maintenance issues to the PA to the schools (Carolina, Karoline and Siham), who will follow up with the Facilities Manager, Yazan.
- Reporting any health and safety issues or near misses to the department assistants, who will follow up with our Health and Safety Officer, Anoud.

### **Expectations for Teachers on Duty**

- Arrive on time for your duty.
- Move around the designated area to maintain active supervision.
- Avoid using phones unless it is for emergency contact with a colleague regarding your duty.
- As a duty teacher, you are responsible for the safety of the students, so remain alert and step in when necessary to ensure their well-being.
- Do not leave your duty post until your replacement has arrived.
- Ensure students clean up after themselves in the duty area.
- If a duty area is unattended or if someone is late for their duty, please reach out to the teacher via Teams immediately.

### **Supporting Student Behaviour and Active Presence Around the School**

- Consistency and a gentle approach from adults are key to setting clear expectations for our students. By staying consistent in our responses and interactions, we help students understand boundaries and appropriate behaviour.
- Teachers' active presence in and around the school is vital. Moving around the school and engaging with students helps prevent issues before they arise and reinforces expectations.
- As teachers on duty or around the school, please continue to support students with appropriate behaviour, stepping in when necessary to guide and redirect them. Your presence sets the tone for the entire school.

### **Compliance**

- Everyone has a responsibility to be compliant with school policies and expectations, as well as curriculum standards.
- Please ensure that your staff clothing aligns with the school's guidelines, and that tattoos are not visible or are covered as per policy. Piercings should be in line with the school's dress code. If you are uncertain about any aspects, please reach out to HR for guidance.
- In terms of curriculum compliance, please ensure that all aspects of the curriculum are being delivered in accordance with the established guidelines. If you have any questions or concerns regarding curriculum delivery or assessments, please consult with your Head of School.

### **Calendar and Event Overview**

Please ensure that all dates for events in and out of school are included in the calendar overview. This calendar is managed by Jen, with the support of the school PAs, and it is crucial for keeping track of everything from school events to meetings. If you have any upcoming events or key dates not yet included, please update the calendar as soon as possible to ensure everyone stays informed.

For additional reminders, please feel free to check the staff handbook using this link [https://issuu.com/risabudhabi/docs/kcc\\_staff\\_handbook](https://issuu.com/risabudhabi/docs/kcc_staff_handbook) is a dynamic document, so as updates are shared via email, the handbook will be amended accordingly to ensure it is always the latest version.

Thank you for your continued dedication to the safety, well-being, and success of our students. I look forward to working together for a fantastic term ahead.

#### 4. Phase / Department / Library Resources and Materials Compliance Checklist

Name and author/publisher of resource/book/material:

Department:

Concern Raised By:

Date:

Comment from teacher – why is this resource important and how will it be adapted

Teacher to highlight their concern

##### Islamic Values

- Content aligns with Islamic beliefs and teachings
- No promotion of other religions in a way that undermines Islamic faith

##### Cultural Sensitivity

- Content respects UAE cultural traditions and societal norms
- No disrespectful or derogatory references to Middle Eastern culture
- No promotion of lifestyles or values contradicting UAE societal norms

##### Offensive Language, Imagery, and Behaviour

- No use of profane or offensive language
- No explicit or inappropriate sexual content
- No promotion of violence, substance abuse, or inappropriate behaviour

##### Political Content

- No promotion of political ideologies that conflict with UAE policies
- No content critical of the UAE government or political system

##### Gender Representation

- Depictions of people, particularly women, follow UAE modesty standards
- No portrayal of gender roles that conflict with UAE values

##### Sensitive Social Topics

- No promotion of LGBTQ+ topics, gender identity, or non-heteronormative themes
- Content on sexuality, reproduction, or puberty is culturally appropriate

##### Sexual Content

- No explicit depictions of sexual activity or romantic relationships
- Discussions of sexual relationships are presented in a culturally appropriate context

##### Substance Use Depictions

- No promotion or glamorization of drug, alcohol, or tobacco use
- Content does not promote or normalize substance use

##### Social Media and Digital Safety

- No unsafe digital practices or promotion of unsafe online behaviour
- Content encourages safe online interactions and data privacy

Comment from Cultural Compliance Committee:

Approved: No / Yes / Yes, with adaptations (please detail)

## 5. Library Policy Cultural Consideration Statements

### Compliance

We are all committed to preserving and protecting our students against resources that may expose them to disturbing content that is culturally or age inappropriate.

Below is a summary of culturally sensitive themes in the UAE.

Books and resources used within the IB curriculum should be free of any offensive content related to religion, culture, or politics, particularly sensitive topics concerning Islam, UAE history, or the region

- The books and resources should support the IB mission of international mindedness while promoting tolerance, inclusivity, and respect for UAE values and Islamic culture
  - Family structures, gender roles, and relationships should be depicted in a culturally appropriate way aligned with the UAE context
- All images, illustrations, and media should be in line with UAE's religious and cultural norms, especially regarding modest clothing and appropriate symbols
- All books and materials should be reviewed to exclude any religious content that may contradict Islamic beliefs
  - Themes and global contexts of the IB units of inquiry and the resources that support them should aligned with the social values and religious practices expected in a school setting in Abu Dhabi

[Full link to the compliance policy](#)

[Compliance \(1\).pdf](#)

[KCC Textbook and Resource Compliance Guidelines.pdf](#)

The librarian regularly scans the collection against lists with banned books that are communicated to the school through official Government Channels (i.e., MoE, ADEK).

The librarian will keep an online record of stock deletions owing to inappropriateness or potential cause of offense.

In a large school with transient staff and large library collections, it is impossible to hold anyone accountable for intricate knowledge of all titles, but stringent efforts are made to support the policy.

When materials/resources are found to be in breach of the policy immediate actions will be taken to review, label and/or remove the offending items.

When a title is challenged the following steps must be taken:

- Books is removed from the shelf and Circulation
- Book is placed under the sublocation Challenged in the Library system
- Books are checked out to "Compliance Committee" for consideration.
- A form is being filled with the reasons why the book was challenged. [Compliance \(1\)](#)
- ChatGPT may be also prompted to provide feedback and an analysis on themes and content and the results are also attached to the challenged books for the consideration of the Compliance Committee/Principal.

- The book is taken to the Compliance Committee / Principal's Office for consideration.

Challenged books after inspection from the Committee can be characterized:

- **Green:** back to normal circulation with some masking and/or a Disclaimer for potential culturally sensitive material.

- **Blue** : back to normal circulation only for DP students.

- **Orange:** Out of the system, out of normal circulation marked **NOT FOR STUDENT USE / TEACHERS ONLY**, set aside in Library's Storeroom and available only to Teachers/Heads of Departments for reference.

- **Red:** Out of the System, Out of Circulation, Marked DELETED/BANNED, locked in cabinets until they are discarded.

To align the flow diagram with ADEK's cultural consideration policy, I will integrate relevant points from ADEK's guidelines, which emphasize cultural sensitivity, respect for UAE values, and immediate corrective measures. Here is an updated version of the process:

## 6. Flow Diagram Steps for possible breach in policy

### 1. Breach Identified

Trigger:

Breach in policy related to UAE culture, values, or ADEK guidelines is reported or observed.

- Sources include students, staff, parents, or external reports.
- Cultural Consideration Alignment:
- Prompt recognition of violations impacting UAE traditions, religion, or societal norms.

### 2. Alert the Principal

Action:

- Notify the school principal or designated cultural compliance officer.
- Principal ensures the response adheres to ADEK policy standards.

### 3. Initial Investigation

Goal:

- Confirm the breach and assess its nature and impact.
- Review if the breach involves disrespect to UAE culture, religion, or values.

**Steps:**

- Interview witnesses, affected individuals, and involved staff.
- Examine materials or behaviors that triggered the breach (e.g., curriculum, events, or actions).

**4. Immediate Response**

**Purpose:**

- Mitigate immediate harm while respecting ADEK's cultural policies.

**Examples:**

Remove inappropriate materials (e.g., books, images, or online content).

Modify or halt curriculum content that conflicts with cultural values.

Temporarily suspend individuals involved, ensuring their rights under ADEK regulations.

**5. Full Investigation**

**Steps:**

- Form a culturally aware investigation team.
- Collect detailed evidence and statements from all parties involved.
- Evaluate findings against ADEK's cultural consideration policies.

**6. Outcome**

Decisions Based on Investigation:

- Implement disciplinary actions, such as:
- Staff training or termination if cultural guidelines were knowingly violated.
- Update curriculum or processes to prevent recurrence.
- Engage with parents and ADEK to demonstrate accountability.

**7. Documentation and Reporting**

Action:

- Document the breach, investigation process, and outcomes in a formal report.
- Share findings with ADEK as required.

**8. Preventive Measures**

Goal:

- Proactively reduce risks of future breaches through training and policy updates.

Steps:

- Conduct regular staff training on ADEK cultural guidelines.
- Periodically review curriculum and activities for cultural alignment.
- Establish a system for staff and students to report concerns proactively.

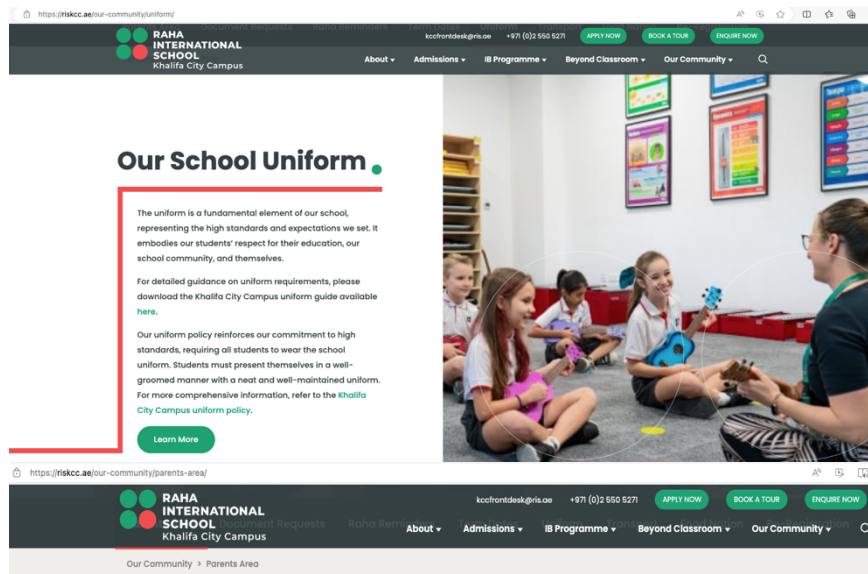
## 7. Student dress code documentation and links

Policy: <https://riskcc.ae/wp-content/uploads/2024/07/KCC-School-Uniform-Policy.pdf>

Uniform guide: <https://riskcc.ae/wp-content/uploads/2024/07/KCC-Uniform-Guide.pdf>

Family Handbook: [https://issuu.com/risabudhabi/docs/2024\\_kcc\\_family\\_handbook\\_1](https://issuu.com/risabudhabi/docs/2024_kcc_family_handbook_1)

Web site: <https://riskcc.ae/>



## 8. Parents' Guide to Curriculum Compliance in the UAE (Sent in Raha Reminders and in Parent Handbook)

In the UAE, curriculum compliance plays a vital role in ensuring that educational institutions deliver high-quality, culturally sensitive, and globally relevant education. As parents, understanding the importance of curriculum compliance and how we navigate it can help strengthen the partnership between school and home, providing the best possible educational experience for our students.

## **Why Curriculum Compliance Matters**

Curriculum compliance is in place to ensure that educational content aligns with national standards, respects cultural values, and prepares students for both local and global opportunities. In the UAE, the educational landscape is diverse and dynamic, with students from various backgrounds coming together in schools and universities. The curriculum is designed not only to equip students with academic knowledge but also to open their minds to different perspectives. By promoting tolerance, respect, and understanding, the curriculum fosters an environment where students can appreciate diverse cultures and become global citizens.

The UAE places significant importance on developing students who are prepared for the local job market while also being ready to engage in the global economy. Our educational approach reflects this vision by emphasizing the integration of global best practices, innovation, and respect for local heritage. As we work to meet these objectives, curriculum compliance ensures that all subjects are relevant, inclusive, and in line with the country's educational goals.

## **The Curriculum Development Process**

Creating a compliant and high-quality curriculum is a multi-step process that involves careful planning, resource selection, and continuous review. Here is an overview of the steps our school takes to ensure compliance:

### **Curriculum Design and Benchmarking:**

We carefully design our curriculum to meet the standards of the International Baccalaureate (IB) program, benchmarking it against the best practices from around the world. This ensures that our students receive an education that is globally competitive while being tailored to meet the needs of students in the UAE.

### **Staff Training:**

All teachers and school staff undergo regular curriculum compliance training. This includes training on UAE's educational regulations, ADEK policies, and IB guidelines. This ensures that everyone involved in the educational process is aware of the standards and expectations in place.

### **Reviewing and Adapting Resources:**

When resources (textbooks, digital materials, etc.) are introduced to the school, they undergo a thorough review process. We ensure that all resources align with our curriculum, are culturally appropriate, and support the learning outcomes we aim to achieve.

### **Curriculum Review and Adaptation:**

We regularly review and, when necessary, adapt the curriculum to reflect new research, changes in the educational landscape, or feedback from students, parents, and the wider community. This helps us ensure that we are meeting both local and international standards while being responsive to our students' needs.

### **Compliance Committee:**

Our school has a dedicated Compliance Committee that meets weekly to review all aspects of curriculum delivery, including teaching materials, pedagogical strategies, and adherence to ADEK policies. The committee consists of key school leaders, including:

- The Principal
- Head of Languages
- Director of Arabic and Islamic Studies (for Taaleem schools)
- Heads of Schools

This committee ensures that any concerns about compliance are addressed promptly, and that the curriculum is implemented consistently and effectively.

### **Approval from ADEK:**

In cases where we are unsure whether a specific resource or aspect of the curriculum complies with local regulations, we can seek approval from ADEK. This ensures that our educational offerings are always aligned with the highest standards set by the UAE's educational authorities.

### **The Role of Parents in Curriculum Compliance**

As partners in your child's education, we value the input and support of parents. We encourage open communication between the school and parents to ensure we are meeting the needs of every student while complying with the curriculum regulations.

### **Open Doors Policy:**

We have an open-door policy that invites parents to come into the school, learn alongside their children, and engage with the curriculum. This transparency helps to foster trust and allows us to work together in the best interests of the students.

### **Tolerance and Balance:**

We recognize that navigating curriculum compliance can sometimes lead to differing perspectives. What some may consider appropriate, others may feel differently about, particularly given the diverse cultural backgrounds of our school community. In these cases, we ask for tolerance and balance in recognizing that compliance can be a challenging task. Our goal is always to be in full compliance with local laws and regulations, but we also appreciate your understanding when things do not always align perfectly with your personal expectations.

### **Language Considerations:**

One of the challenges of working in a multilingual school environment is ensuring that the curriculum is effectively delivered across languages while maintaining compliance with ADEK's guidelines. Differences in language, cultural nuances, and varying interpretations of certain content can occasionally lead to misunderstandings or challenges. We strive to address these issues by being proactive in our approach and constantly reviewing how we can best serve all students.

### **How You Can Get Involved**

If you have any concerns or queries regarding the curriculum, we welcome you to share them with us. Our goal is to work collaboratively to address any issues and ensure that your child receives the best education possible. You can contact the school through the principal's email address: [ptaylor@ris.ae](mailto:ptaylor@ris.ae)

We also invite you to attend our regular parent meetings and participate in school events. Your feedback is invaluable, and we are always eager to hear your thoughts and suggestions.

### **Steps for Addressing Curriculum Concerns**

If you have any concerns or suggestions related to curriculum compliance, please follow these steps:

- **Contact the School:**  
Reach out to the school's administration or your child's teacher to discuss your concerns.
- **Engage with the Compliance Committee:**  
If your concern is curriculum-related, the Compliance Committee will review it during their weekly meetings. Parents may request an appointment with the committee for further clarification.
- **Feedback Channels:**  
Use the designated communication channels (Toddle, email, or face-to-face meetings) to ensure that your concern is formally noted and addressed.

## Conclusion

Curriculum compliance is a crucial element of our educational system, ensuring that we provide a high-quality, inclusive, and culturally respectful education. We understand that this process is complex and may involve diverse perspectives, but we are committed to ensuring that all students are prepared for success in both local and global contexts.

Together, by maintaining an open dialogue, we can create a learning environment that supports the growth and development of every child.

## Revision Log

| Date           | Changes                                    | Reviewed By    |
|----------------|--------------------------------------------|----------------|
| Feb 2025       | Principal reviewed and signed              | Abi Fishbourne |
| September 2025 | Updated email and names of staff mentioned | Hiba Firoze    |
| September 2025 | Principal reviewed and signed              | Peter Taylor   |