

### Physical Education and Sports Policy

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#### Introduction

At Ajyal Al Falah we believe that all students will reach their full potential in a safe, fun, and happy environment which promotes staying physically active for life through enhancing student health, wellbeing, and their confidence, competence, skills, attitudes, and behaviors. Our physical Education Curriculum is carefully designed to develop the skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination, and fluency.

#### The rationale

At Ajyal Al Falah we believe that balanced Physical Education Curriculum is intended to provide for students' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through the selection of suitable differentiated and logically developed tasks, a broad base of movement knowledge, skills and understanding are developed. This balanced individual, paired and group activities, in co-operative, collaborative and competitive situations, aim to

also cater for the preferences, strengths and the needs of all students, boys and girls, students of determination, and the gifted and talented students.

The Physical Education curriculum of Ajyal Al Falah aims to developing the abilities of all students in K-12 and encourage them to work independently and to respond appropriately and sympathetically to others, irrespective of their age, culture, or ethnic background.

The activities offered during the well-prepared physical education lesson plans and teaching approaches, seek to provide students with opportunities to develop their creative skills, and expressive abilities, through improvisation and collaborative problem solving.

Middle and High School students are encouraged to appreciate the importance of a healthy and fit body and are led by the physical education teachers to understand those physiological factors that affect health and fitness. Whilst retaining its unique contribution to kindergarten students' movement education, physical education also has considerable potential to contribute to much wider areas of learning. At Ajyal Al Falah it is considered important that physical education is integrated into the whole school's planning for the development of students' perceptual, language vocabulary, and numeracy skills and to teach them to make simple judgements on their own and others' work, and to use their observations and judgements to improve their performance.

### **1. The role of the school community**

At Ajyal Al Falah the school community which include the school administration, teachers, senior and middle leaders, coordinators, and parents, are involved in ensuring that the physical education curriculum policy promotes physical activity and literacy through Physical Education (PE) and extra-curricular (afterschool) sports and identifies the basic requirements for the creation of a culture of engagement in physical activity in spaces and classrooms across the school.

### **2. The purpose Ajyal Al Falah's Physical Education Policy**

- Ensure that the curriculum standards are aligned with the American Common Core Standards, pedagogy, and assessment for each grade group (K-12).
- Require the school to include in the PE curriculum, a physical literacy framework where students enhance language vocabulary.
- Establishing the minimum requirements for the provision of PE and school sports for all Students in K-12 within structured and unstructured physical activity.
- Ensure that the PE and school sports cater for the individual needs of all students in K-12; including Students of Determination and the Gifted and/or Talented students.
- Recruit qualified and licensed teachers and coaches to deliver PE and school sports as per ADEK eligibility requirements (ADEK Employment Policy and the ADEK Student Protection Policy).

### **3. Ajyal Al Falah Physical Education and Sport Policy Holistic Goals:**

Included in the policy is that teachers in Grades K-12 will provide opportunities for students to be active throughout the school day to reach the target of averaging at least 30 minutes per day of moderate- and vigorous-intensity physical activity (MVPA) during class time and recess to improve health (WHO, 2020).

Also contributing to the daily goal of movement within the school will include:

- The PE timetable must provide an average of at least 60 minutes of taught, timetabled PE per

week across the school per grade.

- The majority of PE shall be dedicated to engaging in actual physical activity (practice), balanced by less physically active learning (engaging in “downtime”, learning about rules, theory, etc.).
- All PE lessons should include warm-up exercises and stretches before the main tasks and downtime activities at the end.
- Opportunities should be taken where appropriate to make links between aspects of PE and other subjects across the curriculum.
- Ajyal Al Falah is authorized to occasionally reduce the minimum PE time per week for events such as examination periods and prevailing weather conditions.
- PE classes for students in KG and Cycle 1 can be shorter and more frequent to maximize their progress and achievement (less critical for older students).
- All K-12 Teachers on duty during recess (breaks) must provide opportunities for students to be active, with safe spaces for activity, provision of equipment, and opportunities for students to engage in informal play, informal matches against grade groups, as well as semi-formal and formal physical activity.
- Initiatives involving optimizing the physical environment of classrooms and the whole school will be introduced such as participation in **“the school mile walking” (KG and Elementary students)** in the corridors during the day to reduce sitting time and further activity such as encouraging standing, walking, and moving during the curriculum time.
- All K-12 Teachers must provide short, frequent activity breaks during classes using for instance music to allow students to stretch, jump, walk, and, where possible, raise their heart rates and engage their core muscles.
- The policy further includes that teachers will encourage boys and girls to participate in broader sports programs and matches after school such as in football, taekwondo, gymnastics, swimming, and basketball without risking the possibility of stigmatization.
- PE teachers and class teachers must Identify gifted and talented students and increase opportunities for their physical activity levels by engaging them in advanced opportunities and sport championships.

#### **4. Inclusive Participation:**

Ajyal Al Falah’s physical education policy emphasizes that “no student will be left out or should be sitting out during physical education lessons.” All students must be provided with opportunities to participate in high- quality PE lessons and school sports.

It is required that PE teachers must ensure that:

- All students participate in the designated Physical Education (PE) class for their grade level.
- Where the specific activity or task limits a student’s active participation, the PE teachers or coach will ensure that students are offered subject-specific alternative roles (e.g., team leader, referee, or score/record keeper).
- It is required that PE teachers will ensure that they make reasonable adjustments to PE lesson content and resources to enable all students to make progress towards the objectives in their

documented learning plans (DLP), which should include specific recommendations to support learning in PE and to accommodate those with specific physical needs (Students of Determination) and those specifically gifted and talented.

- PE teachers and coaches will ensure that girls, Students of Determination, and gifted and/or talented students will have the same opportunities as their peers to take part in the PE and after school sports, including participating and competing in intra- and inter-school sports, where appropriate.

## 5. Gender Considerations

PE teachers and sport coaches at Ajyal Al Falah will follow the gender requirements outlined in the ADEK Coeducation Policy for girls and boys to be segregated when having any form of Physics Education lessons in Grades 5-12. PE teachers must adhere to gender equality when sport matches are scheduled so that boys and girls will have equal opportunity to participate in matches.

## 6. Physical Literacy

**Ajyal Al Falah included in the Physical Education Curriculum the Physical Literacy Framework required by ADEK** which describes physical, social, cognitive, and psychological outcomes as relates to movement for students (of all ages and stages of development) as outlined below:

- **Enjoyment:** “I like playing sports or being active”
- **Confidence:** “I feel confident when exercising or playing sports”
- **Competence:** “I find sports and exercise easy”
- **Knowledge:** “I know why exercise and sports are good for me, how to get involved, and improve my skills”
- **Understanding:** “I understand how to apply my skills and knowledge of sports to learn new types of exercise and sports and continue to be active throughout my life”

The literacy framework will be included on PE lessons plan templates to further address physical literacy outcomes.

Ajyal Al Falah PE teachers and coaches will give attention to individual or groups of students as necessary, ensuring that planning within the framework is stage- and age- appropriate to support development.

The PE Coordinator and the school’s administrators will ensure that parents are informed of the physical education policy and made aware of the importance of students’ participation in physical education lessons and after-school sport.

## **7. Competitions**

### **Sports Integrity, Healthy Competition, and Values:**

**At Ajyal Al Falah we foster in our students** the development of the spirit of sports integrity and healthy competition, based on the values of determination, resilience, diligence, honesty, passion, sportsmanship, respect, self-belief, independence, and teamwork, amongst others.

### **Competitive Opportunities**

At Ajyal Al Falah, PE teachers and coaches are required to provide opportunities for all students to participate in friendly competition in school sports, and through engaging in government and the ADEK Cup Competitions and matches with neighboring schools.

These opportunities will include:

- Intra-school competitions, which should introduce all students to the benefits and enjoyment of participating and competing in sports.
- Inter-school competitions, which should provide opportunities for all students to take part in well-matched competitions against other schools.
- These competitions shall be for everyone, not just the most talented, and should be designed to be as inclusive as possible for all students by adapting competitions to make them easier or more challenging.
- Including competitions which provide additional formats to increase access to participation in a sport.

## **8. Identification, Development, and Support of Gifted and Talented Students**

PE teachers will make reasonable adaptations to the PE experience of gifted and/or talented students to provide them with sufficient challenges and engage them in competition where they could compete with their peers and develop their talents further.

PE teachers, coaches and the school administration will engage with local sports clubs or national sports federations to provide, where possible, talent identification, coaching masterclasses, officials, and venues for competitions.

## **9. Requirements and professional development PE Teachers and Coaches**

### **9.1 PE Teachers**

#### **Continuous Professional Development (CPD):**

It is required that Ajyal Al Falah PE teachers' participate in **75 hours of CPD per year** in subject-specific training, improving pedagogy and skills, and to cover any other requirements as applicable to teachers as per the ADEK Employment Policy. This include CPD through ADEK Empowered ED.

## 9.2 Coaches

Ajyal Al Falah is authorized through ADEK to hire coaches as per discretion, including appointing any currently employed staff (e.g., existing administrators, teachers from other subject areas, and/or others who may be talented or interested in a specific sport or groups of sports). These coaches must however:

- complete ADEK-endorsed coach training or have an internationally recognized coaching award or license as announced by ADEK.
- Coaches provided by independent vendors shall have an internationally recognized coaching award.
- Coaches who do not meet the requirements of a Subject Teacher may assist the PE teacher in delivering PE, but they are not authorized to teach the subject on their own, unless teaching a highly specialized module within PE or a highly specialized subject (e.g., dance, yoga) as an “Instructor” as per the ADEK Staff Eligibility Policy.
- **The school will ensure** that that coaches employed directly by the school will participate in **25 hours of CPD in subject-specific training, improving pedagogy and skills**, and to cover any other requirements as applicable to staff as per the ADEK Employment Policy.

## 10. Health and Safety

### Health and Safety requirements during Ajyal Al Falah PE and School Sports activities:

Ajyal Al Falah will adhere to the student health and safety requirements as per ADEK policy, including specific practice in PE and school sports, and ensuring that all staff have regular mandatory training. This also include that:

- PE teachers, coaches, and volunteers have signed the school’s **Student Protection Policy** and have received relevant training as per the ADEK Student Protection Policy.
- PE teachers and coaches shall maintain accurate health and safety records of all incidents and actions that take place during PE and school sports.
- PE teachers follow the school’s protocols for dealing with incidents, including when and how to involve specialist personnel such as a first aider.
- The PE coordinator, and Health and Safety Officer will conduct risk assessments on any new activities sought, and all equipment (both fixed and portable) should be regularly checked, maintained, and be suited to the size and ability of the student (e.g., schools should follow equipment manufacturer restrictions on height, weight, age, etc.).
- The Health and Safety Officer and Head of operations will regularly check the facilities to ensure they are free from hazards and safe for use. They will report to the principal as per the process for reporting and rectifying unsafe areas as per the ADEK School Occupational, Health, Safety, and Environment Policy.
- The Health and Safety Officer and PE Coordinator, should make frequent visual checks for wear and tear and security of major items and all the PE staff and classroom and subject

teachers, should be responsible to report to the Health and Safety Officer, when any items need replacing or repairing.

- Any items constituting a danger should be taken out of use immediately.
- The principal must be informed and the PE coordinator in collaboration with the Health and Safety Officer, will ensure equipment checks are carried out for all fixed and large portable equipment.
- Each PE teacher is responsible for checking that equipment has been correctly and safely stored at the end of each lesson.
- The Health and Safety Officer, and PE Coordinator will ensure that all PE teachers and coaches are aware of students' medical conditions that could be potentially impacted by engaging in PE and school sports, particularly if students are participating in events that are offsite or outside of regular school hours, where access to the school nurse is limited.
- The PE Coordinator is required to ensure that medical conditions (which are not severe) permanently prevent a student's involvement in PE and school sports.
- The PE Coordinator and Health and Safety Officer should discuss and adjust the content of activities or modify equipment used, where possible, to minimize risk of injury.
- The PE Coordinator should assess weather conditions (heat, humidity, wind, air quality) before each activity to determine whether the activity should go ahead and what adjustments need to be made and inform the principal of any risks.
- PE teachers must ensure that students are regularly hydrating and have access to fluids before, during, and after activities.
- The PE Coordinator and Administration must adopt measures for sun protection such as ensuring adequate opportunities for shade and adopting relevant school-based policies (e.g., requirement/suggestions for hats, sunscreen, etc.).
- Students must be taught how to move and use apparatus safely under the supervision of the PE teachers.
- They should be made aware of safe practice when undertaking any activity and should understand the safety risks.
- All PE staff and teachers must be trained using the safety chair for Students of Determination when evacuation is needed during PE lessons.
- No child may be excused from PE unless the Principal or Deputy Principal has spoken to the parents.
- Middle and High School students must be encouraged to always change for PE and must wear and or bring the appropriate PE and swimming attire as per their timetables.
- **Swimming pool safety:** Safety precautionary measures during swimming lessons are crucial. Students must always be supervised in the pool area.
- The lifeguards must be present at all swimming lessons. The male lifeguard must take charge of the pool door key and must ensure that the pool door is locked after completion of each swimming lesson.

- **No more than 26 students are allowed to be in the pool during swimming lessons.**
- **All students participating in the swimming lessons must be under the strict supervision of the PE qualified and ADEK approved teachers and lifeguards.**
- PE clothing should be kept in a suitable bag.
- All jewelry and watches should be removed.
- Students must wear swimming caps when they are in the pool.
- Long hair must always be tied back during PE lessons.
- It is mandatory for girls in grades 5-12 to tie their shailas properly before the PE lesson starts.
- It is mandatory that all students in grades 1-12 wear proper sport shoes when having their PE lessons as per their timetables.

### **11. PE: Curriculum, Pedagogy, and Assessment**

- **PE Curriculum:** PE teachers are required to make use of the American Common Core Curriculum for Physical Education as per the school's policy.
- The curriculum will be reviewed annually to ensure that a progressive set of desired outcomes across all domains of PE and grades are identified and that the key points in students' development are noted.
- The PE Coordinator will monitor and ensure that PE teachers make use of daily lesson plans designed as per the termly plans and completed on the school's lesson plan template on the school Google drive for the Heads of the departments to review. The ADEK requirements for the inclusion and the language framework (vocabulary) must be included.
- A **weekly running record including anecdotal notes** must be kept on the school's Google drive indicating students' progress, attainment, and the focus skills taught in each lesson.
- The PE Coordinator will ensure that all PE teachers will make **use of resources**, and explicitly teach, develop, and assess progress and attainment across the full range of outcomes identified in their curriculum (physical, social, cognitive, and psychological).
- This includes promoting the development of fundamental movement skills, activity-specific skills, and transferable/life skills.
- **Knowledge and Understanding:** Activity-specific knowledge and understanding, as well as of the benefits and components of a healthy and active lifestyle (e.g., wellbeing, nutrition, sleep, mental health) must be included in all lesson plans and lessons taught in the PE classroom.
- **Values and Behaviors:** Determination, resilience, diligence, honesty, passion, sportsmanship, respect, self-belief, independence, teamwork, must be included as the core values in PE lessons.

- **The PE Coordinator will ensure that all PE teachers make use of** progressive lesson planning for students to build physical literacy in a systematic way, in alignment to the school’s PE curriculum.
- **The PE Coordinator will ensure that** appropriate continuous assessments are development with rubrics to measure student weekly performances in PE, and that weekly assessments are recorded on the schools LMS systems “Orison” on an assessment sheet with the required skills and objectives.
- **The PE Coordinator will ensure that** inclusive pedagogical approaches and language (terms such as “moving,” “travelling,” “sending,” and “receiving” rather than “running,” “jumping,” “catching” and “throwing” respectively) will be included in the lesson plans and students’ daily communication in the PE classrooms and physical spaces.

## **12. School Sports Facilities**

- Ajyal Al Falah will sign partnerships with third party providers that are authorized by ADEK and will offer the school facilities for rent to operate sport clubs (to maximize their usage and impact in actively promoting physical activity in the larger community). These clubs are run independently of school and responsibility therefore lies with the club leader.
- When opening school facilities and all auxiliary spaces (e.g., changing rooms) to external users, the PE coordinator and health and safety officer will ensure that access to the rest of the school be restricted.
- The School Principal and Health and Safety Officer must inform the third-party sport companies of the school’s health and safety policies and the companies must sign that they adhere to the school’s and Student Protection Policy.
- The third-party sport companies must be informed of the safety precautionary measures that they have to adhere to for all students participating in swimming lessons and other after-school sports.

## **13. Monitoring, Evaluation and Tracking of student participation in movement and PE lessons.**

The PE Coordinator and SLT must provide data as per the following:

- Monitoring students’ average MVPA/day as an indicator and reporting the actual indicator calculated, the method used, and its effectiveness in measuring MVPA.
- The Principal and Deputy Principal will monitor the school’s provision of PE and report the average number of minutes taught per week across the school year to all students in each year group on the timetables and per excel.
- The PE Coordinator will track all student participation in all sports events, extracurricular activities, competitions, etc., by keeping a roster of students for each.
- The PE Coordinator and PE teachers will additionally track participation by Students of Determination and compare their participation levels with those of the whole school population.

## **14. Compliance**

Ajyal Al Falah community is legally accountability in accordance with the ADEK's regulations, policies, and requirements, imposed by the Federal Government and ADEK. ADEK reserves the right to intervene if the school is found to be in violation of its obligations concerning PE lessons.

### **REFERENCES**

ADEK PE/K12E2023/015 Physical Education and School Sports Policy

International Physical Literacy Association (IPLA), (2017).

Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties Law World Health

Organization (WHO), (2020). Physical Activity Fact Sheet.