

PHYSICAL EDUCATION and SCHOOL SPORTS POLICY

Vision

- Develop the children's knowledge, skills and understanding to perform competence and confidence increasingly in a range of physical activities.
- Sustain a life-long habit of assessing and attaining their personal health and wellness.

Aim

- To ensure that students have the knowledge to live a healthy lifestyle.
- To enable children to develop and explore physical skills with increasing control and coordination
- To develop the children's enjoyment of physical activity through creativity and imagination
- To provide the children with the tools needed to maintain a healthy mind and body.

School strategy to develop students' health

- To ensure that the school provides opportunities for students to be active throughout the school day to reach the target of averaging at least 30 minutes per day.
- To provide the children with the tools needed to maintain a healthy mind and body, as example the school nurse prepares vital topics to discuss with the students such as (personal hygiene)
- To encourage students to eat the healthy food and let them aware about the benefits of eating that food.
- The school always check the kinds of food that students bring inside the school to make sure that they bring a healthy food.
- Also, the school communicate with the parents to explain how important parents need to follow with their kids for a healthy life.
- The P.E teachers ensure that all students participate in the physical education lessons except who have medical issue.
- Break time activity and morning assembly exercise plus the stretches and the simple exercises that students perform between classes help students to have about 30 minutes daily exercise to achieve the overall goal.

- The school also provides students with chances to join friendly tournaments in collaboration with variety of educational organizations such as ABU DHABI UNIVERSITY.
- Physical education department takes place in all events such as, national day celebration, culture day, mothers` day ...etc, by introducing a show or a dance.

I. Physical Literacy Framework

a. HOW WE PREPARE OUR CURRICULUM PLANNING?

Our school follows the America Curriculum, as a result of that, the activity department plans for a range of physical activities, games and fitness exercises to help our students having a wide range of knowledge about many sports. We aim to:

- **Enjoyment:** Foster a genuine interest in sports and physical activity by offering diverse and engaging opportunities, so students feel, "I like playing sports or being active."
- **Confidence:** Build self-assurance in physical abilities with supportive feedback and skill development, ensuring students say, "I feel confident when exercising or playing sports."
- **Competence:** Make sports and exercise accessible and enjoyable through appropriate challenges, so students find them easy and say, "I find sports and exercise easy."
- **Knowledge:** Educate students on the benefits of physical activity and how to improve their skills, so they understand, "I know why exercise and sports are good for me, how to get involved, and improve my skills."
- **Understanding:** Encourage students to apply their skills and knowledge to explore new activities and maintain an active lifestyle, aiming for them to grasp, "I understand how to apply my skills and knowledge to learn new types of exercise and sports and continue to be active throughout my life."

b. Highlights of curriculum standards:

Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

c. Social and personal development

- Experience enjoyment and achievement through movement.
- Interact and co-operate sensitively with others, regardless of cultural or social background or special needs.
- Experience inclusivity in all physical education activities, with equal opportunities for participation and achievement, regardless of gender.
- Engage in activities that meet diverse needs and abilities, ensuring that both boys and girls are encouraged to participate and excel in physical education.
- Develop qualities of self-esteem, self-awareness, confidence, initiative and leadership through movement.
- Offering alternative roles for students, such as team leader, score/record keeper, or referee, helps enhance their skills and competencies while ensuring active participation for those less involved. This approach fosters an inclusive learning environment where every student feels engaged and valued.
- Develop an understanding of fair play and team spirit through participation and competition.
- Develop positive attitudes towards participation in movement activities.
- Experience adventure and challenge.

d. Physical and motor development

- Develop strength, speed, endurance and flexibility through engaging in a wide range of variety of activities.
- Develop agility, alertness, control, balance and co-ordination through movement.
- Develop personal competence in the athletic skills of running, jumping and throwing o perform dances with confidence and competence movements.
- Develop personal competence in the game skills of sending, receiving and travelling using a variety of equipment, and to apply these skills in games situations o apply the skills needed to live and move with confidence in the environment.

e. Knowledge and understanding

- Develop an understanding and general knowledge of movement activities and derive benefit as a participant and as a spectator.
- Experience and develop an understanding of the use of space, speed, effort, direction and level in the performance of actions.
- Develop an understanding of the appropriate basic rules, tactics and strategies of movement activities.
- Observe, discuss, analyze, interpret and enjoy the performance of movement.
- Gather, record and interpret information on achievement in movement activities.
- Be inventive, make decisions, solve problems and develop autonomy through movement activities.
- Participate in and develop a knowledge, understanding and appreciation of cultural activities through movement.
- Develop an appreciation of and respect for the environment through participation in activities outdoors.

II. Physical Activity Framework

- **Daily Physical Activity Target:** Ensure students achieve at least 30 minutes of moderate physical activity during the school day in addition to the 100 minutes per week (two classes per section).
- **Active Recess and Breaks:** Provide safe spaces and equipment for active play during breaks and recesses, promoting both informal and structured physical activities.
- **Movement-Friendly Classrooms:** Optimize classrooms to reduce sitting time and encourage movement, including standing, walking, and frequent activity breaks.
- **Enhanced Support for Inactive Students:** Identify and support less active students to increase their participation in physical activity, ensuring inclusivity and avoiding stigmatization.

III. Identification and Support for Gifted and Talented Students:

- **Identification:** Implement processes to identify students with exceptional skills or talents in physical activities through assessments, observations, and performance evaluations.
- **Development:** Provide specialized programs and advanced opportunities to further develop the skills and talents of gifted students. This includes access to advanced training, competitions, and enrichment activities tailored to their abilities.

- **Support:** Offer personalized support and challenges to keep gifted students engaged and motivated. Ensure that their needs are met through differentiated instruction and opportunities for leadership roles in physical education.
- **Integration:** Integrate gifted students into both competitive and cooperative activities to foster their skills while promoting teamwork and collaboration with peers of varying abilities.

IV. Curriculum objectives

The following objectives are the most essential to be taught from grade one

Objective	cycle
Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills	1
Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping	1
Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping	1
Dribble a ball continuously with one hand.	1
Dribble a ball in a forward direction, using the inside of the foot.	1
Explain that in the underhand throw, the position of the fingers at the moment of release can influence the direction a tossed object and a thrown object travel.	1
Roll a ball for distance, using proper form.	1
Catch a gently thrown ball above the waist, reducing the impact force.	1
Hand-dribble, with control, a ball for a sustained period.	1
Jump a rope turned repeatedly.	1
Identify the differences between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction.	1
Volley an object repeatedly with a partner, using the forearm pass.	2

Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.	2
Dribble and pass a ball to a partner while being guarded	2
Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.	2
Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.	2
Provide feedback to a partner to assist in developing and improving movement skills	2
Demonstrate body management and locomotor skills needed for successful participation in track and field and combative activities.	2
Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.	2
Analyze and evaluate feedback from others to improve performance	3
Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance	3
Analyze situations and determine appropriate strategies for improved performance in team activities	3
Demonstrate independent learning of movement skills.	3
Identify the physical fitness requirements of an occupation.	3
Accept personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment for physical activity.	3
Develop personal goals to improve one's performance in physical activities	3
Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity	3
Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance	3
Evaluate independent learning of movement skills.	3

Develop and implement an appropriate personal physical fitness program	3
Develop and describe a physical fitness plan that enhances personal health	3
Demonstrate advanced knowledge and skills in two or more adventure/outdoor activities.	3
Identify the characteristics and critical elements of a highly skilled performance in adventure/outdoor activities	3

V. Structure of a PE lesson

Warm Up: pulse raising activities, stretches and mobility exercises.

Main Activity: running, jumping, throwing, rolling, striking an object, kicking, playing small sided games, team sports, etc.

- This main activity will take place at individual, pair and small group levels
- Station teaching will be used to teach a specific skill and to enable the students experience a variety of activities in the PE lesson
- We will divide our play area into grids to allow for small group activity to ensure all students will be involved

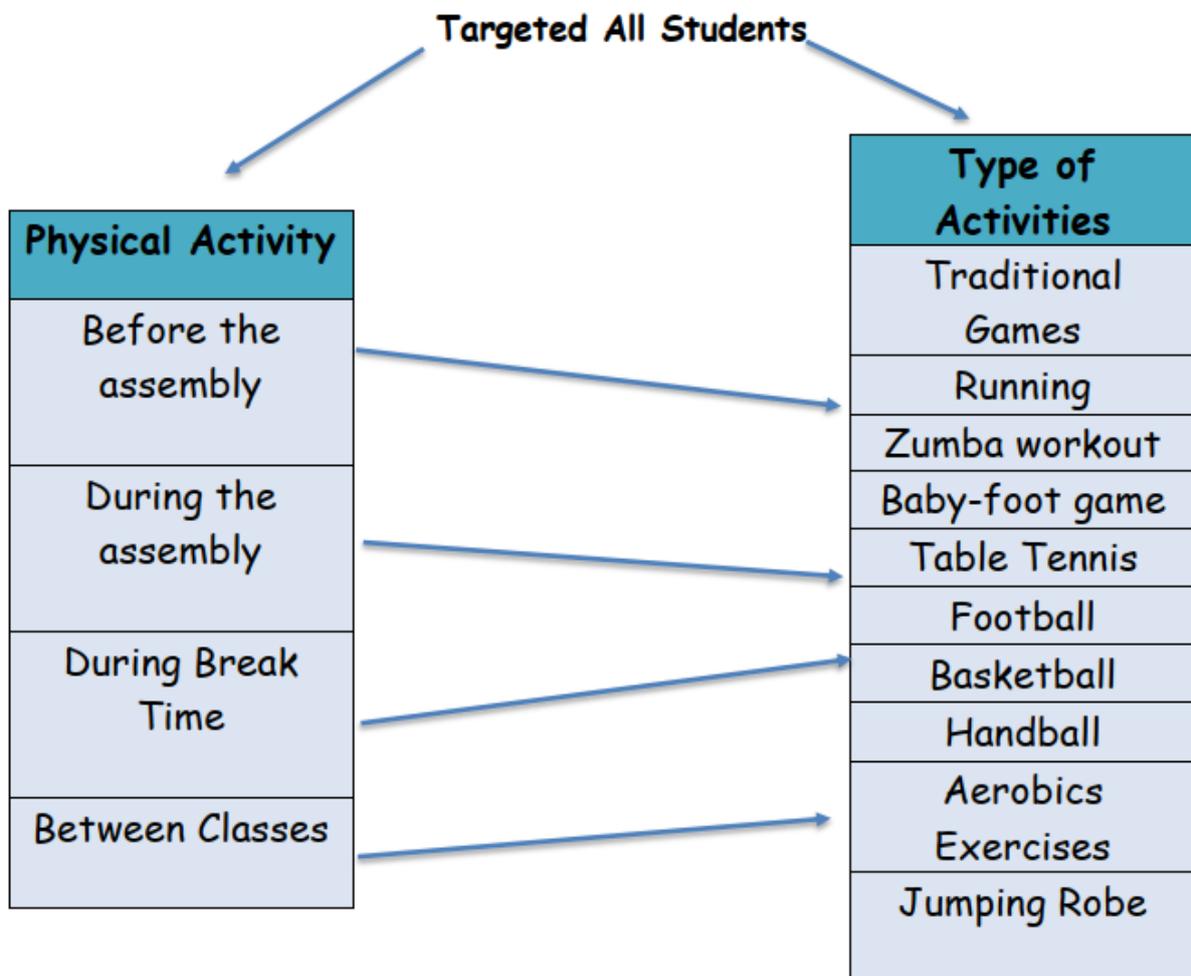
Cool Down: slower activities to reduce heart rate and prepare students for their return to the classroom.

VI. Extra curriculum activities

Tournament	Term	Cycle
Volleyball (girls)	1	3
Volleyball (boys)	1	3
Basketball (girls)	1	2
Basketball (boys)	1	2
Sports` day	1	All grades
Chess	1	All grades

Tennis table (boys)	2	3
Sports day	2	All grades
Tennis table (girls)	2	3
Races and small games	2	1
Sports` day	2	All grades
Football (boys)	2	2&3
Football (girls)	2	2&3
Chess	2	All grades

VII. Physical activities during the School Day



VIII. Children with Different Needs

We recognize that physical education is important in the curriculum for students with Special Educational Needs

Teachers will ensure to support, create and encourage a positive environment and to provide students with opportunities to enjoy physical activity with others. They will ensure the participation of students with special needs by planning to include all students in PE activities.

SAMPLE: AREAS OF DIFFICULTY TO BE SUPPORTED

Area of difficulty	Implications for learning	Possible strategies
• fitness levels	It may be necessary to set targets to improve fitness.	<ul style="list-style-type: none"> • include active warm ups and drills for skills practice • vary activities in the lesson to include the use of motor skills; regular short periods of exercise daily; cooling down exercises.
• listening and responding	The student may have difficulty with short-term memory and concentration span.	<ul style="list-style-type: none"> • keep instruction simple and clear. Students repeat instruction. • demonstration(s) of task; verbal analysis of task; student performs task; teacher confirm task • move to new instruction regularly
• co-ordination and balance	The student may have difficulties in fine and	<ul style="list-style-type: none"> • teach suitable skills, for example, throwing and catching a ball, jumping and landing, balancing.
	motor skills in all strand standards.	<ul style="list-style-type: none"> • give good visual demonstrations • reconfirm good examples and practices • use additional equipment to suit the needs of the student, for example softer balls, larger target

		<ul style="list-style-type: none"> • provide physical support to student in performing skill, for example, jumping
<ul style="list-style-type: none"> • behaviour 	<p>This will necessitate the smooth progression of lesson structure with clear instructions.</p>	<ul style="list-style-type: none"> • establish routine format for class and the expectations of desired behaviours. • ensure that the student is suitably placed in the class for best learning • check that the student is attending by questioning • involve the student where possible in demonstration • encourage the student and assign tasks opportunities for success

IX. Assessment and Record Keeping

a. Teachers will assess:

- Fitness tests.
- Physical tests in sports rules.
- Chess competitions.
- Skills performance competing.
- Physical speed tests.

b. Our assessment tools are:

- Teacher observation
- Stop watch results.
- Students` checklists for fitness.
- Verbal feedback.

X. Timetable Planning

Timetable

All classes will have 100 minutes lessons weekly for each class. Classes will be timetabled to attend basketball lessons, football, athletics, small games, skipping rope games, holy hops games, station games, Zumba dance, traditional games and volleyball.

Students will have 30 minutes daily exercise during morning assembly, break time activity and between subjects` classes as they are always encouraged to perform simple exercises and stretches during the whole school day.

Schools may make PE optional for specific Cycle 3 grade levels preparing for high-stakes exams or coursework requirements.

The school will organize a sports day as well as an athletics day with sports games per term as a result of that there will be 3 sports day annually.

XI. PE Equipment

- Our school has a detailed inventory of equipment and resources available for PE. This list is updated at the beginning of each school year and the end of each term.
- It is stored in a storage area. The store room are opened each morning and it is the responsibility of each PE teacher to ensure that all equipment is returned to the room after each lesson. Any breakages have to be reported to the health and safety team as soon as possible. Each teacher will be given a copy of the equipment list and will be informed of any changes to it throughout the year.
- All students are not allowed to enter the store room without the PE teacher.

XII. Health and Safety

Issues identified as being health and safety issues in a PE context include warm-up at the start of all physical activity, practicing in small spaces, use of equipment, accidents, supervision, activities involving the whole school, procedures for dealing with accidents.

It is important to explain from the beginning that while the following procedures will be performed carefully, they cannot remove all risks due to the physical nature of the subject.

When engaging children in PE all members of staff will ensure that the following safety aspects will be taken into consideration:

- All children have to wear suitable footwear and clothing during a PE lesson.
- The equipment used will be suitable in size, weight and design to the age, strength and ability of the child and be of good quality and in good repair.
- Students will be taught how to lift and carry all PE equipment safely
- In all PE lessons, students will warm up and cool down. This develops good practice and the students will return to class relaxed after activity.
- Should an accident occur in the PE lesson we will follow the procedures outlined for other accidents in our Health and Safety policy.
- Best practice is safe practice and the teacher should ensure that the children understand that the rules and procedures are there for their safety.

- Students who have medical report will not join the PE class physically but they can sit aside and play any game such as chess.
- The school has (risk assessment) that is used during indoors and outdoors tournaments.
- Students are not allowed to use the PE equipment or use the playing areas with any teacher except the PE teacher.
- All teachers in our school follow and agree on the (child protection policy).
- Schools shall ensure PE teachers and coaches obtain UAE-approved first aid certification. A clear process must be in place for handling incidents, including when to involve specialist personnel.

The First Aid Kit is kept in the staff room and is restocked regularly with items only recommended by First Aid personnel. Other portable kits are also available when children are participating in PE inside the school grounds.

The medical conditions of all children are detailed by their parents/guardians on the school report form. Their parents/guardians will be contacted and if necessary.

XIII. Staff Development

Our school improves its staff so the school regularly facilitates Professional Development Opportunities such as Workshops and subject-specific training ensuring meeting the ADEK requirements:

Title of Workshops
Standardized Assessments
Collaborative Learning
Activity Differentiation in Lesson Plan
Effective Learning Objectives
Support Students During Social and Emotional Learning
Support Students with Additional Learning Needs
Activity Differentiation in Learning
Project Based Learning
Sadlier Progress
Flag Day Planning
Sports Day Discussion and Plan
Starting Chess Training for Students

The previous workshops are only samples of many workshops that the school organized.

Therefore, our school always encourages the PE teachers to attend any workshop which belong to physical education outside the school such as: Workshop of (coach of the coaches) that was organized by ADEK.

The middle leaders also regularly meet with their staff in order to develop our performance.

Monitoring and Evaluation

Our school will monitor and evaluate the effectiveness of our PE and School Sports Policy by:

- Tracking students' average MVPA per day and reporting the method used and its effectiveness.
- Recording and reporting the average weekly PE minutes for all year groups.
- Maintaining a roster of student participation in sports events, extracurricular activities, and competitions, and including this data in student performance reports.
- Monitoring the participation of students with additional learning needs and comparing it to overall student participation.



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