

Al Ittihad National Private School Al Ain



PE and Sports Policy AY 2025-2026

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Core Sports Values

Respect

- Show respect for coaches, teammates, opponents, officials, and the sport itself.
- Practice good sportsmanship, accepting decisions without complaint and valuing others' efforts.

Integrity

- Play fairly and honestly, adhering to both the rules and the spirit of the game.
- Accept responsibility for personal actions and decisions.

Teamwork

- Value the importance of collaboration and support one another to achieve shared goals.
- Communicate effectively and contribute positively to team dynamics.

Excellence

- Strive to perform to the best of your ability, setting high standards for effort and achievement.
- Reflect on performance and seek opportunities for personal improvement and skill development.

Resilience

- Demonstrate determination and perseverance, bouncing back from setbacks and challenges.
- Embrace failure as a learning opportunity and maintain a positive attitude in the face of adversity.

Commitment

- Be dedicated to training, practice, and competition, consistently showing up with a focused and determined mindset.
- Respect the time and effort put in by coaches and teammates by maintaining punctuality and a strong work ethic.

Inclusion

- Value the contributions of every participant, regardless of skill level, ability, or background.
- Foster a welcoming and supportive environment where everyone feels encouraged to participate and contribute.

Passion

- Play with enthusiasm and energy, showing genuine enjoyment and love for sport.
- Use passion to inspire others and build a vibrant sports community within the school.

I. Introduction

Staying physically active and developing physical literacy are fundamental to enhancing students' health, wellbeing, and overall development. A high-quality Physical Education (PE) program helps to build confidence, competence, and essential life skills, fostering positive attitudes and behaviors to remain active in life. Schools play a critical role in promoting physical activity and introducing students to organized sports, often providing the foundation for lifelong participation.

This policy outlines the core requirements and guiding principles for creating a culture of engagement in physical activity within schools, ensuring that all students have the opportunity to experience the benefits of a comprehensive PE and school sports program.

II. Policy Statement

IPS - Al Ain is committed to providing a high-quality Physical Education (PE) and school sports program that supports the physical, mental, and social development of every student. We believe that regular participation in physical activities is essential for fostering a lifelong appreciation of health and fitness. Our approach is inclusive, ensuring that all students, regardless of their abilities or backgrounds, have access to a wide range of physical experiences that encourage personal growth, teamwork, and positive attitudes toward physical activity.

This policy upholds the principles of equity, safety, and holistic student development, setting the foundation for a culture of active engagement, sportsmanship, and excellence in PE and school sports.

III. Key Terms

<p>Additional learning needs</p>	<p>Individual requirements for additional support, modifications, or accommodation within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).</p> <p>For example, a student with restricted mobility may require lesson accommodation to participate in Physical Education and building</p>
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	accommodations to access facilities but may not require any accommodation in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodation (e.g., sitting in front of the class to be able to lip read) to access learning.
Coach	A qualified professional, trained in professional coaching and sport specific technical standards, who is responsible for organizing, planning, and implementing all or part of the school sports program.
Competition	A contest in which everyone who participates is aiming to win. Referring to sport and activities whereby students compete against others, or themselves, in ways that support their health and fitness.
Continuous Professional Development (CPD)	All activities undertaken by staff to improve their knowledge, skills, competencies, and performance on a regular basis. CPD includes in person training, online training (synchronous or asynchronous), coursework, short certificate and degree programs, mentorship programs, peer/ collaborative learning, academic conferences, research projects, observational visits, and community programs to share teaching best practices. CPD excludes planning hours and general staff meetings.
Documented learning plan	A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.
Health and safety	Requirement for schools to ensure that students, staff, contractors, sub-contractors, relevant stakeholders, and visitors are kept safe and healthy in school and school-related activities.
Physical activity	Anybody movement produced by skeletal muscles that require energy expenditure. Physical activity refers to all movements, including during leisure time, for transport to get to and from places, or as part of a person’s work. Both moderate- and vigorous-intensity physical activity (MVPA) improve health (WHO, 2020).
Physical literacy	The motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life (IPLA, 2016). A physically literate person can draw on their physical competence, knowledge, and understanding to stay physically active and lead a healthy life, relative to their situation and context.
Physical education (PE)	The subject concerned with developing students’ physical literacy and their ability to use their literacy to perform in a range of activities for the progressive development of their physical health. PE is planned, progressive learning (theory

	and practice) that takes place in a timetabled class with a documented curriculum that is delivered to all students by a qualified PE teacher.
School sports	All structured physical activities and learning that take place under the school’s supervision beyond PE. School sports include all physical activity conducted during school breaks and extracurricular activities. These activities are often competitive in nature and should adequately prepare all students for competition (in and beyond the school environment) and lifelong participation in sports and physical activity.

IV. Purpose and Objectives

The purpose of this policy is to:

- Set foundational requirements for the implementation of Physical Education (PE) and school sports programs for all students, ensuring consistency and quality across school Phases.
- Advocate for the integration of both structured and unstructured physical activities throughout the school day, highlighting the importance of maintaining an active lifestyle.
- Mandate the development of an internal policy and a framework for physical literacy to guide the design and delivery of PE and school sports programs.
- Guarantee that PE and school sports initiatives address the diverse needs of all students, including those with additional learning needs, as well as students identified as gifted and talented.
- Establish clear eligibility criteria for teachers and coaches involved in delivering PE and school sports and define the core elements required within the PE curriculum, including instructional strategies and assessment practices.

The objectives of this policy are to:

- **Promote Physical Health and Wellbeing:** Enhance students’ physical health and overall wellbeing through regular participation in quality PE and sports programs that encourage an active and healthy lifestyle.
- **Develop Physical Literacy:** Equip students with confidence, competence, and motivation to engage in a wide range of physical activities, fostering positive lifelong habits and attitudes toward health and fitness.
- **Encourage Inclusivity:** Ensure that PE and sports activities are inclusive and accessible for all students, taking into account individual differences, abilities, and learning needs.
- **Foster a Positive Sports Culture:** Build a school culture that values sportsmanship, teamwork, and personal responsibility, encouraging students to demonstrate respect and integrity both on and off the field.
- **Support Holistic Student Development:** Contribute to the social, emotional, and cognitive development of students by integrating physical activities that enhance critical thinking, problem-solving, and collaboration skills.
- **Establish Standards and Accountability:** Create a standardized framework for the design, delivery, and assessment of PE and sports programs, ensuring quality and consistency across school Phases.
- **Professional Development and Competency:** Promote ongoing professional development for PE teachers and coaches, ensuring they are well-equipped with current best practices, pedagogies, and assessment methods.

V. Guidelines and Considerations

Staying Active

Holistic Activity Goal

Schools shall provide diverse and structured opportunities for students to engage in physical activities throughout the school day to meet the target of averaging at least 30 minutes per day of moderate- to vigorous-intensity physical activity (MVPA) within the school setting, contributing to a cumulative daily goal of 60 minutes (considering both school and home environments). This target can be achieved through a combination of structured and unstructured activities, and should encompass the following:

- **Active Breaks and Recesses:**
Schools should create safe and stimulating environments during breaks and recess periods, offering spaces for free play, semi-organized activities, and structured sports. Provision of adequate equipment and supervision is essential to ensure all students can participate safely and enjoyably.
- **Optimized Physical Environment:**
Encourage movement by designing classroom layouts and utilizing open spaces that reduce sedentary time. Teachers should be supported to incorporate standing, walking, and low-impact exercises into their lesson plans where appropriate.
- **Frequent Activity Breaks:**
Short, active breaks during lessons, such as stretching or light aerobic exercises, can promote physical and cognitive engagement. Teachers should be trained to integrate these activities without disrupting learning objectives.
- **Stakeholder Engagement:**
Involve staff, students, and parents in understanding the importance of active living by organizing awareness campaigns, workshops, and family-oriented sports events. Promote the broader school sports programs to encourage participation at multiple levels.
- **Support for Least Active Students:**
Develop targeted strategies to support students or groups who are less active, offering personalized opportunities and motivational programs. Care should be taken to approach this inclusively to prevent stigmatization or negative attention.

VI. Inclusion

Inclusive Participation

Schools should ensure that all students are provided with equitable opportunities to engage in high-quality Physical Education (PE) and school sports, promoting a sense of belonging and encouraging active participation. The policy should emphasize inclusive practices that cater to the diverse needs of students, ensuring that:

- All students participate in the designated PE classes for their grade level, with appropriate adaptations and support where necessary to enable full engagement.
- If a specific activity or task limits a student’s ability to participate actively, alternative roles such as team leader, referee, or scorekeeper should be offered to maintain their involvement and sense of contribution to the class or team.
- PE teachers are required to make reasonable adjustments to lesson content, resources, and activities, enabling students to achieve their documented learning goals. This includes alignment with each student’s individualized learning plan, ensuring that physical, cognitive, and social needs are addressed.
- Students with additional learning needs, and those identified as gifted and/or talented have the same opportunities as their peers to engage in PE and school sports. This includes participation and competition in intra- and inter-school sports, with appropriate support to ensure a safe and rewarding experience.

VII. Gifted and Talented

IPS-Al Ain is fully committed to providing exceptional opportunities that nurture and develop the abilities of gifted and talented students. Our goal is to create a stimulating environment where high attainment is celebrated and where every student is inspired to achieve their personal best.

We believe in establishing a culture where excellence is valued, and it is seen as positive to strive for and celebrate academic and athletic success. To achieve this, the school works to:

- **Early Identification and Personalized Support:**
Gifted and talented students are identified as early as possible through assessments, teacher observations, and collaboration with parents. Once identified, these students receive tailored support and targeted challenges to ensure they remain engaged and motivated in their learning.
- **Providing Stretch and Challenge:**
The PE curriculum and sports programs are designed to stretch and challenge gifted students, offering complex tasks, higher-level coaching, and leadership opportunities. This ensures they can refine their skills and explore their talents in a structured yet flexible environment.
- **Promoting Independence and Innovation:**
Students are encouraged to think critically, solve complex problems, and explore creative solutions within their sports and physical education activities. This focus on independence and innovation helps them become reflective learners who set ambitious goals.
- **Celebrating Success:**
Acknowledging the achievements of gifted and talented students is a key part of our school culture. Their successes, whether in competitions, academic endeavors, or leadership roles, are celebrated to promote self-belief and a sense of pride.

VIII. Gender Considerations

IPS – Al Ain shall adhere to the gender requirements outlined in the ADEK’s Coeducation Policy. This includes ensuring compliance with regulations regarding the sharing or separation of spaces according to gender, as well as staffing considerations for PE classes and other physical activities. Key requirements for PE teaching staff are as follows:

- **Gender-Specific Teaching Assignments:**
From Grade 5 onward, PE classes must be led by a teacher of the same gender as the students.
- **Coeducational Class Guidelines:**
Coeducational PE classes are only permitted up to Grade 4, and schools must have separate changing rooms for each gender in place.

- **Swimming Class Restrictions:**
For swimming classes, students and teachers must be separated by gender from Grade 5 onward. Coeducational swimming is not permitted beyond Grade 4, even with parent consent.
- **Compliance with Changing Room Policies:**
IPS- Al Ain will ensure separate, gender-specific changing rooms are available, or implement a staggered schedule for shared spaces, to strictly ensure use by only one gender at a time.

IX. Physical Literacy

Physical Literacy Framework

IPS Al Ain is dedicated to developing and implementing a comprehensive physical literacy framework that guides students' physical, social, cognitive, and psychological development in relation to movement and active participation. This framework should focus on cultivating positive experiences and competencies for students at every stage of their development. Key physical literacy outcomes should include:

- **Enjoyment:** Instilling a sense of joy and enthusiasm for being active, helping students associate physical activities with positive emotions.
- **Confidence:** Supporting students in developing a sense of self-assurance and comfort in participating in various forms of exercise, sports, and movement activities.
- **Competence:** Ensuring students gain the necessary skills and abilities to engage in a variety of physical activities with ease and proficiency.
- **Knowledge:** Equipping students with an understanding of the benefits of physical activity, ways to engage in sports, and strategies for improving their performance.
- **Understanding:** Empowering students to apply their skills and knowledge to explore new sports and exercise opportunities, promoting lifelong active living.

Curriculum Planning and Program Design

The physical literacy framework serves as a foundation for planning the PE curriculum and designing school sports programs. Teachers and coaches should align their lessons and training sessions with the outcomes outlined in the framework, ensuring that activities are adapted to match the students' developmental stages and individual needs.

Age- and Phase-Appropriate Approaches

PE teachers and sports coaches must pay special attention to tailoring physical activities that suit the specific developmental needs of students. Planning should consider variations in age, skill level, and personal readiness, with appropriate modifications to support continuous growth and engagement.

Stakeholder Engagement

At IPS – Al Ain actively engages with teachers, coaches, and parents to build a shared understanding of the role each plays in promoting student physical literacy. Regular communication, workshops, and resources should be provided to emphasize the importance of supporting student development in physical education and sports, both within the school setting and beyond.

X. PE Curriculum, Pedagogy, and Assessment

IPS- Al Ain implements a comprehensive, written PE curriculum that outlines a progressive sequence of desired outcomes across all domains (physical, social, cognitive, and psychological) at key stages of student development. The curriculum should emphasize a holistic approach to physical literacy and aim to achieve the following:

- **Skills Development:**
Explicitly teach and assess fundamental movement skills, activity-specific skills, and transferable life skills that support lifelong engagement in physical activities.
- **Knowledge and Understanding:**
Equip students with activity-specific knowledge and a deep understanding of the components of a healthy and active lifestyle, including topics such as nutrition, mental health, and wellbeing.

- **Values and Behaviors:**
Promote the development of core values such as determination, resilience, sportsmanship, respect, teamwork, and independence, embedding these within PE activities to cultivate positive attitudes and behaviors.
- **Progressive Lesson Planning:**
Schools shall implement structured lesson plans that systematically build physical literacy in alignment with the PE curriculum, ensuring that students have a clear path for skill acquisition and personal growth.
- **Assessment and Feedback:**
Develop meaningful assessment tools to measure student progress and performance in PE. Assessment results should guide instructional planning and provide students with actionable steps for improvement, supporting them in setting personal goals.
- **Inclusive Language and Approaches:**
Use inclusive terminology in teaching (e.g., “moving,” “traveling,” “sending,” and “receiving” instead of “running,” “jumping,” “catching,” and “throwing”) to create an environment that values diverse abilities and reduces performance pressure.

XI. Subject Load: Minimum PE Time Per Week

At IPS- Al Ain aims to ensure that all students receive a minimum of 60 minutes of timetabled PE per week, with a target of reaching 120 minutes where feasible. This time should be structured as follows:

- The majority of PE lessons should focus on engaging students in actual physical activity, with balanced time for theory, rules, and reflective learning to support comprehensive understanding.
- Younger students (KG – Grade 4) should have shorter, more frequent sessions to maximize engagement and developmental progress. For older students, sessions can be longer and adjusted according to their needs.
- IPS- Al Ain may occasionally reduce the minimum PE time during periods such as exams or in response to extreme weather conditions, ensuring that adjustments are justified and communicated to all stakeholders.

XII. Teaching Strategies

The PE program at IPS-Al Ain shall employ a variety of evidence-based teaching strategies to enhance student engagement, skill development, and enjoyment in physical activities. These strategies should be adapted to accommodate diverse learning needs and ensure that all students have the opportunity to achieve success in PE and school sports. Key strategies include but are not limited to:

- **Differentiated Instruction:**
PE teachers will tailor lessons to address individual learning styles, skill levels, and abilities, ensuring that each student is appropriately challenged and supported. Activities will be modified as needed to provide equal access and opportunities for all.
- **Active Learning:**
Emphasis will be placed on student-centered learning through active participation, exploration, and problem-solving during physical activities. Students will be encouraged to take ownership of their learning by setting personal goals and reflecting on their performance.
- **Task-Based and Cooperative Learning:**
Students will engage in collaborative activities that promote teamwork, communication, and shared responsibility. Task-based learning will be used to help students develop not only physical skills but also critical thinking and decision-making abilities.
- **Scaffolding and Skill Progressions:**
Teachers will introduce skills progressively, using scaffolding techniques to build on existing knowledge and skills. This structured approach helps students develop competence and confidence in increasingly complex movements and sports-specific techniques.
- **Positive Reinforcement and Motivation:**
Teachers will use positive reinforcement and motivational strategies to create a supportive and encouraging learning environment, recognizing students' efforts and celebrating achievements to build self-belief and enjoyment.

The PE program at IPS-Al Ain shall employ a variety of evidence-based teaching strategies to enhance student engagement, skill development, and enjoyment in physical activities. These

strategies should be adapted to accommodate diverse learning needs and ensure that all students have the opportunity to achieve success in PE and school sports.

KG and Elementary School Strategies

- **Play-Based Learning:**
Use structured play and exploration activities to introduce basic movement patterns and fundamental skills. This approach allows young students to learn through games and imaginative play, promoting engagement and enjoyment.
- **Short, Engaging Activities:**
Plan lessons that include shorter activities and frequent transitions to maintain the focus and energy levels of younger students. Activities should prioritize fun and active participation while teaching foundational motor skills such as running, jumping, balancing, and catching.
- **Use of Visual Aids and Cues:**
Utilize visual prompts, pictures, and symbols to help students understand instructions and concepts, making it easier for them to follow and engage with activities. This is particularly effective for visual learners and early language development.
- **Storytelling and Thematic Units:**
Incorporate storytelling and thematic units that align with the developmental interests of KG and elementary students. Themes such as adventure, animals, and superheroes can be used to create imaginative contexts for physical activities.
- **Focus on Social Skills:**
Activities should encourage cooperative play, sharing, and turn-taking, fostering positive social interactions. Students should be guided in developing respect for others and basic teamwork principles.

Middle and High School Strategies

- **Skill Refinement and Application:**
Emphasize the refinement of sports-specific skills and the application of these skills in game settings. Lessons should focus on strategy, tactics, and understanding the rules of various sports to deepen students' cognitive engagement.

- **Student Leadership and Responsibility:**
Offer opportunities for students to take on leadership roles, such as team captains, referees, or peer coaches. This promotes independence, self-confidence, and accountability, and encourages students to mentor and support their peers.
- **Fitness Education and Personal Goal Setting:**
Integrate fitness education components such as heart rate monitoring, fitness assessments, and goal setting to empower students to take ownership of their health and fitness. Encourage them to set and track personal fitness goals based on individual interests and needs.
- **Differentiated Competitive and Non-Competitive Activities:**
Provide a balanced mix of competitive sports and non-competitive activities to accommodate varying preferences.
- **Peer Assessment and Reflection:**
Incorporate peer assessment and self-reflection activities to encourage students to evaluate their own and others' performance constructively. This promotes deeper understanding, self-awareness, and the ability to set future performance goals.

XIII. Cross-Curricular Links

Physical Education at IPS-Al Ain not only supports the development of physical skills and health awareness but also contributes to students' learning across various academic subjects. By incorporating cross-curricular elements into PE lessons, students gain a deeper understanding of concepts, reinforce their learning in other areas, and develop a well-rounded skill set.

Science Integration

PE offers a practical context for understanding scientific principles related to the human body, health, and fitness. Students can explore topics such as:

- **Health and Fitness:** Understanding how exercise impacts various body systems, learning about energy expenditure, and the role of nutrition.
- **Anatomy and Physiology:** Identifying major muscle groups, learning about the cardiovascular system, and understanding body mechanics during exercise.

Math and Physics Applications

Mathematics is seamlessly integrated into PE through activities that require measurements, calculations, and data interpretation, helping students develop numeracy skills in a practical setting:

- **Speed, Distance, and Time:** Calculating pace and speed during races or games.
- **Measuring and Recording:** Using measurement tools to track performance metrics such as height, weight, or jump distance.
- **Data Handling:** Recording results, analyzing patterns, and using graphs to display performance data.

English and Communication Skills

PE provides opportunities for developing communication and language skills, particularly in relation to giving instructions, peer coaching, and using subject-specific vocabulary:

- **Speaking and Listening:** Encouraging clear communication during team sports, discussions on tactics, and group reflections.
- **Subject-Specific Vocabulary:** Introducing students to terms related to anatomy, movement, and sports, enhancing their academic language skills.

ICT in PE

Technology is increasingly used in PE to enhance learning and track progress:

- **Use of Digital Tools:** Employing stopwatches, cameras, and video analysis to review and refine performance.
- **Data Analysis:** Using spreadsheets for recording and interpreting fitness data and using software to track individual progress.
- **Research and Learning:** Encouraging students to use the internet to explore health topics and enhance their understanding of sports science.

XIV. Competitions

Sports Integrity, Healthy Competition, and Values

IPS – Al Ain has developed an internal policy that promotes sports integrity and emphasizes healthy competition as a tool for character building. The focus should be on fostering values such as determination, resilience, honesty, sportsmanship, respect, and teamwork, ensuring that all students understand the importance of competing with fairness and respect for others. Healthy competition should nurture not only skill development but also positive attitudes and lifelong enjoyment of sports.

Inclusive Competitive Opportunities

IPS – Al Ain aims to ensure that every student, regardless of ability, has the chance to engage in competitive sports through a range of formats and settings that promote inclusivity and accessibility. Key elements include:

- **Intra-School Competitions:**

Organized within the school to introduce students to competitive sports, fostering enjoyment and a sense of accomplishment. These competitions should cater to varying levels of skill, ensuring broad participation.

- **Inter-School Competitions:**

Provide opportunities for students to compete against other schools, focusing on balanced and well-matched contests to ensure all participants experience the benefits of healthy competition.

- **Adapted Competition Formats:**

Competitions should be flexible in their design, offering multiple formats that make participation accessible to all students. This can include modifying rules, adjusting difficulty levels, or creating alternative versions of traditional sports.

Identification, Development, and Support of Gifted and Talented Students

IPS – Al Ain takes a proactive step to identify and support gifted and talented students in PE and sports, ensuring they have suitable challenges and opportunities to develop their abilities. The strategy should include:

- Tailoring the PE experience to provide sufficient challenge, ensuring gifted and talented students remain engaged and motivated.
- Connecting with established competition structures to allow talented students to compete at an appropriate level, both within and outside the school setting.

- Collaborating with local sports clubs, national sports federations, and other relevant organizations to offer specialized coaching, mentorship, and access to talent identification programs.
- Recognizing talent pathways for students with additional learning needs, ensuring they receive the necessary support and encouragement to pursue sports excellence.

XV. Health and Safety Policy

Effective management of health and safety in Physical Education at IPS-Al Ain is critical to ensuring a safe and supportive environment for all students and staff. The policy is built around four key components: Risk Assessment and Planning, Organization of Safety Routines, Control Measures, and Monitoring and Review. This structured approach aligns with best practices and ADEK's health and safety standards, promoting a culture of safety awareness and proactive management.

Risk Assessment and Planning

Prior to any PE lesson or sports activity, teachers are required to conduct a thorough risk assessment, taking into account the specific needs of the students, the nature of the activity, and the environment.

Key considerations include:

- Assessing the potential risks associated with equipment and facilities.
- Identifying any pre-existing health conditions or limitations among students.
- Preparing appropriate modifications or alternative activities to accommodate all students safely.

Planning should also involve contingency measures for adverse weather conditions or unforeseen incidents, ensuring that lessons can proceed safely or be adapted as necessary.

Organization of Routines

Safety during and between PE lessons relies on well-defined routines and protocols that cover all aspects of lesson delivery and transitions. This includes:

- **Appropriate Kit and Attire:**
All students must wear the designated PE kit, and jewelry must be removed to minimize the risk of injury. Staff must ensure that students are dressed safely and appropriately for the activity.
- **PE Area Safety Checks:**
Teachers should inspect all PE areas prior to the lesson to ensure they are free from hazards such as sharp objects, broken glass, or any other potential dangers.
- **Use and Location of Safety Equipment:**
Teachers must be aware of the location of first aid kits, safety equipment, and emergency exits. All PE staff should have basic first aid training and know how to respond to common injuries.
- **Accident Reporting:**
All accidents, no matter how minor, should be reported immediately and documented in the school's incident management system. A follow-up review should be conducted to prevent recurrence.

Control Measures

Control measures ensure that the safety information is easily accessible and regularly updated:

- **Access to Safety Information:**
Staff should know where to find safety policies, emergency procedures, and risk assessment templates. All safety documentation must be readily available and understood by all PE staff.
- **Regular Safety Checks:**
Routine safety checks should be conducted on equipment, facilities, and playing surfaces to maintain a safe environment. Identified issues should be resolved before allowing student access to these areas.

Monitoring and Review

Ongoing monitoring and regular review are essential for maintaining high safety standards and ensuring continuous improvement:

- **Reporting Hazards:**
Teachers and staff should report any suspected hazards to Support Services immediately. A clear process should be in place for addressing these concerns promptly.
- **Reviewing Risk Assessments:**
Risk assessments should be reviewed and updated regularly, particularly after any changes to the environment, equipment, or nature of activities. Annual reviews of overall safety procedures should be conducted to identify trends and areas for improvement.

XVI. Staff Eligibility

Employment Compliance

All PE teachers and coaches must be employed in accordance with the ADEK Staff Eligibility and Employment Policies. Schools should also ensure alignment with the ADEK Student Protection Policy to maintain a safe and supportive environment for students.

PE Teachers

- **Eligibility:** IPS- Al Ain shall employ PE teachers who meet the requirements for Subject Teachers as stipulated in the ADEK'S Staff Eligibility policy. These requirements include holding a relevant degree and valid teaching license, along with any additional qualifications or experience as specified in the policy.
- **Continuous Professional Development (CPD):** IPS – Al Ain aim to ensure that PE teachers complete a minimum of 75 hours of CPD annually. This training should focus on enhancing subject-specific pedagogy, instructional strategies, and skills development to maintain a high standard of teaching.

Coaches

- **Eligibility:** Coaches may be hired based on school discretion and may include current staff with an interest or talent in a particular sport. Coaches must either complete ADEK-approved training or hold an internationally recognized coaching license. External vendors must also ensure that their coaches possess relevant qualifications.
- **Instructor Status:** Coaches who do not meet the requirements of a Subject Teacher may assist PE teachers but cannot independently lead PE classes unless teaching specialized modules, in alignment with the ADEK Staff Eligibility Policy.

- **CPD for Coaches:** Coaches hired directly by the school must receive a minimum of 25 hours of CPD each year to refine their coaching methods and ensure safe and effective delivery of sports programs.

XVII. Guidelines and Considerations

Health and Safety in PE and School Sports

IPS- Al Ain has established comprehensive health and safety procedures aligned with ADEK’s Health and Safety policy, ensuring a safe environment for students, staff, and visitors during all PE and sports activities. Key requirements include:

- **Compliance and Training:**
All PE teachers, coaches, and volunteers must sign the school’s Student Protection Policy and receive mandatory training on health and safety as specified in the ADEK Health and Safety and Student Protection Policies. This training should cover emergency procedures, risk management, and safe practices for all physical activities.
- **Accurate Record-Keeping:**
Teachers and coaches must maintain detailed records of all health and safety incidents, ensuring that any accidents, injuries, or safety concerns are properly documented and reported.
- **Incident Management Protocol:**
IPS Al Ain aims to implement clear procedures for managing incidents, including guidelines on when to involve a first aider or specialist personnel. All staff should be familiar with these protocols and know how to respond promptly and effectively.
- **Risk Assessments and Equipment Safety:**
IPS Al Ain PE teachers shall conduct regular risk assessments before introducing new activities and ensure that all equipment—both fixed and portable—is maintained, suitable for use, and meets manufacturer guidelines regarding age, size, and ability. Any identified hazards must be addressed promptly to prevent accidents.

- **Safe Facilities Management:**
School facilities must be routinely inspected by the PE teachers to ensure they are free from hazards. A structured process should be in place for reporting and rectifying unsafe areas in compliance with the ADEK Health and Safety Policy.
- **Medical Condition Management:**
IPS- Al Ain must be aware of and manage any medical conditions that could be affected by PE or sports activities, especially during offsite events. PE Teachers and coaches must have access to up-to-date medical records and understand how to adapt activities to accommodate specific needs.
- **Weather and Environmental Considerations:**
Before any outdoor activity, schools must assess weather conditions (e.g., heat, humidity, wind, and air quality) to determine if the activity should proceed and make necessary adjustments to ensure student safety.
- **Hydration and Sun Protection:**
PE teachers and coaches should ensure students have access to water and are regularly hydrated before, during, and after activities. Sun protection measures, such as the availability of shaded areas, and guidelines on the use of hats and sunscreen, should be adopted during outdoor activities.
- **Flexible Uniform Policy:**
During hot or humid weather, students should be permitted to wear lighter PE uniforms instead of regular uniforms to ensure comfort and safety.

XVIII. Dress Policy

The Dress Policy ensures that all staff and students are appropriately attired for PE and sports activities, promoting safety, professionalism, and a sense of unity. Compliance with this policy is mandatory for all involved in the delivery and participation of physical education at IPS-Al Ain.

Staff Uniform Guidelines

- **Professional and Modest Attire:**
PE staff should dress modestly in line with the expectations of the school and local regulations. Acceptable options include collared polo shirts, t-shirts, and tracksuit pants for both male and female staff. All staff must wear trainers suitable for physical activity. Flip-flops are only allowed when teaching or supervising in the pool area.
- **Formal Attire for Parent Meetings:**
During meetings with parents or any formal school events, male staff are expected to wear business attire, such as shirts, ties, trousers, and formal shoes. Female staff should dress in professional attire appropriate for a formal school setting.
- **Activity-Specific Clothing:**
PE staff should adapt their attire according to the sports or physical activities they are delivering to ensure safety and freedom of movement. Uniforms should reflect the professional standards of the school and be practical for demonstrating techniques and coaching.

Student PE Kit

Students are required to wear the official PE kit during lessons to promote team spirit, comfort, and ease of movement. The standard PE kit includes:

- **General PE Attire:**
 - IPS-Al Ain Polo Shirt
 - Navy or Black Sports bottoms
 - Trainers suitable for physical activities
 - School shirts or house shirts for team-based activities or house competitions
- **Swimming Attire:**
 - Appropriate swim shorts (not board shorts)
 - One-piece swimsuit for girls
 - Swim cap and goggles
 - Flip-flops or appropriate footwear for poolside

Dress Code Enforcement

- **Non-Compliance with Dress Code:**
Students who arrive without the full PE kit will not be permitted to participate actively in lessons. Instead, they may assist with equipment management, officiating, or observing the lesson to continue learning in a non-active capacity.
- **Personal Presentation:**
Long hair must be tied back, and all jewelry and personal effects must be removed before the start of the lesson to minimize safety risks. PE staff will monitor this and enforce the policy consistently.

XIX. Non-Participation

Active participation in PE lessons is a key expectation for all students at IPS-Al Ain. However, there may be occasions when a student is unable to participate due to medical condition, injury, or other legitimate reasons. The following guidelines outline the procedures for managing non-participation:

- **Parental Communication:**
Students who are unable to participate in a PE lesson must present a letter or note from a parent or guardian, stating the reason for their non-participation. This documentation should be provided at the start of the day and shared with the PE teacher before the lesson begins.
- **Alternative Roles for Students with Medical Restrictions:**
Students with a medical condition or physical restriction that prevents active participation are encouraged to remain present during the session and take on alternative roles if they are able. This may include assisting as a timekeeper, referee, line judge, or another role that keeps them engaged in the lesson.
- **Procedure for No Kit or Valid Reason:**
If a student attends a PE lesson without the proper kit and has no valid reason or note from a parent excusing them, they will not be allowed to participate actively. Instead, the PE teacher will assign them an alternative task, such as completing a worksheet, taking observational notes based on the lesson, or assisting as a coach, official, or scorer. A 'First Note of Forgotten Kit' will be sent home with the child to inform parents of the non-compliance.

- **Consecutive Non-Participation:**
If a student repeatedly misses PE lessons without a valid reason or continues to arrive without the correct kit, a formal ‘Final Reminder for PE Kit’ letter will be issued to parents/carers by the Section Principal. If no improvement is observed, the Section Principal, Lead teacher or PE teacher will contact the parents directly to address the issue and discuss further actions.
- **Weather Concerns and Seasonal Planning:**
All PE lessons, including swimming, are planned in accordance with seasonal weather conditions. Requests from parents to excuse their child from swimming lessons or other activities due to perceived ‘unsuitable’ weather will not be accepted as a valid reason for non-participation unless accompanied by a legitimate medical note.
- **Yearly Communication:**
At the start of each academic year, all students and parents will be informed of the PE procedures, kit requirements, and expectations regarding participation. Clear communication of these procedures ensures that parents and students understand their roles and responsibilities in supporting the PE program.

XX. School Sports Facilities

Community Partnerships

Schools are encouraged to collaborate with local partners and organizations to maximize the use of their sports facilities, offering them for free use or rental as a way to promote physical activity and wellbeing in the wider community. Such partnerships should be aimed at creating positive community impact and fostering a culture of active living beyond the school setting.

Facility Access and Security

When opening school sports facilities and auxiliary spaces (e.g., changing rooms) for external use, schools must implement strict access controls to ensure that the rest of the school remains secure and inaccessible to external users. This includes using separate entry points, designated pathways, and clear signage to manage movement within the premises.

Policy Compliance and Awareness

All external partners and users of the school’s sports facilities must be made aware of the relevant ADEK policies and must sign the school’s Student Protection Policy to confirm their understanding and commitment to maintaining a safe and supportive environment for all students.

XXI. Monitoring and Evaluation

Evaluating Policy Effectiveness

Schools should establish internal indicators and evaluation mechanisms to regularly monitor the implementation and effectiveness of their PE and School Sports Policy. This process should include setting clear benchmarks, reviewing outcomes, and making data-driven adjustments as needed to continuously improve the quality of PE and sports programs. Key areas to monitor include:

- **Tracking Average MVPA per Day:**
IPS-Al Ain has developed a reliable method for measuring students’ average Moderate to Vigorous Physical Activity (MVPA) per day. The actual indicator, method used, and its effectiveness in capturing MVPA data should be documented and shared with ADEK as required.
- **Monitoring PE Provision:**
IPS-Al Ain shall generate, calculate and report the average number of minutes of PE taught per week across the school year for each year group. This data will serve as a measure of compliance with minimum PE time requirements and help identify gaps in provision.
- **Student Participation Records:**
Schools shall maintain detailed records of student participation in all sports events, extracurricular activities, and competitions. Participation rosters should be kept up to date to track individual and group involvement.
- **Inclusion Tracking:**
Schools must specifically track the participation of students with additional learning needs in PE and sports activities to ensure equitable access and identify areas for further support or intervention.

XXII. Risk Management

Risk Assessment and Planning Before a Lesson

All PE staff are responsible for ensuring the safety of students by conducting thorough risk assessments before each lesson. This process involves evaluating the potential hazards associated with activities, equipment, and facilities, and balancing the need for safe practices with the benefits of practical physical activity. Risk assessments should be carried out in line with the IPS-AI Ain Health and Safety Policy.

Before a Lesson Starts, PE Staff Should:

- **Procure Safety Equipment:**
Gather and inspect any necessary safety equipment and implement any required safety measures to minimize risk during the lesson.
- **Understand Equipment Usage:**
Familiarize themselves with how and when to use any specific facilities or equipment, ensuring that it is suitable for the intended activity and appropriate for the students' age and skill level.
- **Check Equipment Condition:**
Assess the quantity and condition of all equipment to be used. Any damaged or unsuitable equipment should be removed immediately, and alternative arrangements should be made.

In Identifying Risk, PE Staff Should:

- **Identify Potential Hazards:**
Examine the lesson environment, equipment, and planned activities to identify any potential hazards.
- **Analyze Cause and Effect:**
Consider how identified hazards might lead to injury or other negative outcomes and develop strategies to mitigate these risks.
- **Examine Working Methods:**
Review instructional and supervision methods to ensure that they minimize risk while allowing for effective teaching and learning.
- **Consult Safety Literature:**
Refer to safety guidelines and best practices for advice on managing specific risks associated with various sports and activities.

- **Remove Hazards Where Possible:**

Eliminate any identified hazards before the lesson begins. If a hazard cannot be removed, ensure it is clearly marked and avoid that area during the lesson.

In Case of Emergency, PE Staff Should:

- **Familiarize Themselves with Evacuation Procedures:**

Understand the school’s evacuation plan and be prepared to guide students safely out of the facility in the event of fire or another emergency.

- **Know the Location of Fire Equipment:**

Be aware of the location of fire-fighting equipment and know how and when to use it.

- **Be Aware of Trained Staff:**

Know which members of staff are trained in first aid and how to contact them quickly in the event of an injury or medical emergency.

XXIII. Control Measures

To ensure the safety of students and staff, all PE staff should be familiar with and adhere to the following:

- **Information Access:**

Know where to access health and safety documentation, including the IPS – Al Ain Health and Safety Policy and school procedures for managing accidents and emergencies.

- **Accident Reporting:**

Understand the procedures for reporting accidents, particularly those that constitute an emergency, and know how to escalate issues when necessary.

- **Adherence to Behavior and Discipline Policies:**

Implement the school’s behavior and discipline policies during lessons to maintain a safe and orderly environment.

Equipment Safety Checks

- **Annual Equipment Inspection:**
Specialized PE equipment should be inspected annually by qualified agencies or staff members, where possible, to ensure it meets safety standards.
- **Periodic Safety Checks:**
Staff should conduct periodic safety checks on equipment, particularly before high-risk activities. Any concerns should be documented and addressed immediately.

XXIV. Accident Procedures

In the case of an accident during a PE lesson:

1. **Ensure Immediate Safety:**
All other students should be seated in a safe area away from the accident site. The injured student should not be moved unless necessary.
2. **Seek Assistance:**
One or more students should be sent to contact the school nurse, who will assess the situation and alert emergency services if required.
3. **Parent/Guardian Notification:**
Parents or guardians should be contacted as soon as possible, and a member of staff should remain with the injured student until they are taken into the care of a parent, guardian, or medical professional.
4. **Complete Accident Report:**
Document the incident on an official accident form and submit it to the Head Teacher. If the accident occurs off-site, ensure that local emergency procedures are followed, and be familiar with the facility's emergency exits and safety protocols.

XXV. Roles and Responsibilities

The successful implementation of the PE and School Sports Policy relies on the collaborative efforts of the entire school community, with each stakeholder playing a distinct role in ensuring high standards and positive outcomes.

PE Subject Lead

The PE Subject Leader is responsible for the strategic planning and management of the PE program. Key responsibilities include:

- **Policy and Curriculum Implementation:**
Develop, review, and update the PE and School Sports Policy and ensure that it aligns with ADEK regulations and the school's strategic goals. Work collaboratively with other staff members to implement effective schemes of work.
- **Resource Management:**
Monitor the availability and condition of PE equipment and apparatus, ensuring that all items are safe, well-maintained, and stored appropriately. Identify the need for new equipment and coordinate purchases in a timely manner.
- **Staff Support and Development:**
Provide guidance and practical support to teaching staff, including lesson planning, effective use of equipment, and classroom management strategies. Arrange for relevant professional development opportunities to build staff capacity in delivering high-quality PE lessons.
- **Monitoring and Evaluation:**
Oversee the implementation of PE across the school, conducting lesson observations, reviewing assessment data, and evaluating progress at both the class and individual student levels. Use this information to inform future planning and to support staff in refining their practice.

PE Teachers

PE teachers play a crucial role in bringing the PE curriculum to life through effective teaching and active engagement. Their responsibilities include:

- **Curriculum Implementation:**
Deliver PE lessons in line with the approved curriculum and schemes of work, ensuring that students are supported in achieving the intended learning outcomes across all developmental domains.

- **Health and Safety Compliance:**
Maintain a safe learning environment by adhering to health and safety guidelines, conducting risk assessments, and ensuring that students understand the safety rules for each activity.
- **Equipment Management:**
Ensure that all equipment is used appropriately and returned to storage after use. Report any damage or loss to the PE Subject Leader and the maintenance team promptly.
- **Professional Development:**
Regularly update subject knowledge and teaching strategies by attending relevant courses and workshops. Share best practices with colleagues and contribute to the continuous improvement of the PE program.

Coaches

Coaches support the PE program by providing specialized training and extracurricular sports activities. Their responsibilities include:

- **Specialized Coaching:**
Deliver training sessions that develop specific skills and techniques, ensuring that activities are aligned with the school's sports values and standards.
- **Student Mentorship:**
Serve as mentors for students, offering guidance on skill development, performance improvement, and sportsmanship.
- **Health and Safety Oversight:**
Assist PE teachers in ensuring a safe environment during both practice sessions and competitions. Coaches should also adhere to the school's health and safety policies and report any issues to the relevant personnel.

School Health and Safety Officer

The Health and Safety Officer is accountable for maintaining safety standards during PE and sports activities:

- **Safety Inspections:**
Conduct regular inspections of sports facilities and equipment, ensuring compliance with safety regulations and reporting any issues for immediate attention.

- **Risk Management:**
Implement and monitor risk management procedures for PE and sports, including emergency response protocols.
- **Documentation and Reporting:**
Maintain records of safety checks, incidents, and corrective actions, ensuring that all documentation is up-to-date and accessible.

Students

Students are expected to actively participate in PE and sports activities and contribute to a positive and safe learning environment:

- **Active and Responsible Participation:**
Engage fully in all activities, demonstrating respect for others and a commitment to improving personal fitness and skills.
- **Adherence to Safety Guidelines:**
Follow the safety rules outlined by teachers and coaches, use equipment responsibly, and report any concerns immediately.

Parents/Guardians

Parents and guardians are essential partners in supporting their child's physical education:

- **Encouragement and Support:**
Reinforce the importance of physical activity by encouraging participation in PE, sports, and related extracurricular activities.
- **Communication:**
Provide accurate health information to the school and notify teachers of any medical conditions that could impact their child's participation.

XXVI. Compliance

The IPS-Al Ain PE and School Sports Policy is fully aligned with ADEK regulations and requirements, ensuring that all aspects of physical education, health, safety, and student protection are implemented in accordance with the latest guidelines. The policy is reviewed regularly to ensure continuous compliance with any updates or amendments issued by ADEK or other relevant authorities. Schools are committed to maintaining these standards to provide a safe, inclusive, and high-quality physical education environment for all students

Physical Education Incident Report Form

Date of Incident: _____
Time of Incident: _____
Location of Incident: _____
Reported By: _____
Role (Teacher, Coach, Staff): _____
Student(s) Involved: _____
Class/Year Group: _____

Description of Incident:

(Please provide a detailed description of what happened, including the sequence of events and any contributing factors.)

Immediate Action Taken:

(First Aid administered, emergency services contacted, etc.)

Witnesses (If any):

Contact Information for Witness(es):

Follow-Up Action Required:

(Additional safety measures, review of protocols, etc.)

Reported to: *(Head of Department, Principal, Health and Safety Officer, etc.)*

Signature: _____

Date: _____

XXVII. Disclaimer

Disclaimer

This policy was developed by Al Ittihad National Private School-Al Ain. It is intended for use exclusively by school staff and students. Any external use, whether in whole or in part, requires management approval. Any exceptions to this policy must also be approved in advance by the school management.

PE and Sports Policy

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