

Al Ittihad National Private School Shakhbout



Physical Education and School Sports Policy

AY 2024-2025

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I. Purpose

At INPS-Shakhbout we are committed to the holistic development of our students while underscoring the significance of physical education as the foundational element for their achievement and well-being. Driven by our profound understanding of the fundamental role physical education plays in shaping balanced individuals and promoting a healthy and active community, this policy aims to instill the value of physical literacy in the lives of our students while prioritizing their well-being by ensuring that each student engages in a minimum of 30 minutes of moderate-to-vigorous physical activity during school hours and shows a lifelong appreciation for a healthy and active lifestyle.

II. Scope

This Physical Education and School Sports Policy applies to all students, teachers, and staff at Al Ittihad National Private School - Shakhbout (INPS-Shakhbout) across all grade levels. It establishes a structured and inclusive approach to physical education (PE) and school sports to ensure students develop physical literacy, acquire essential motor skills, and engage in an active lifestyle. The policy covers:

- Ensuring all students participate in structured PE lessons delivered by qualified teachers based on internationally recognized standards (California State Standards and SHAPE).
- Encouraging student participation in school-organized physical activities beyond PE classes, including competitive and recreational sports.
- Providing accommodations for students with additional learning needs, ensuring all students, including those identified as gifted and talented, have equal opportunities to engage in physical activities.
- Promoting eco-friendly initiatives such as using sustainable materials in PE and sports programs.

- Ensuring students engage in at least 30 minutes of moderate-to-vigorous physical activity (MVPA) during school hours to support their physical and mental well-being.
- Establishing assessment strategies to track student progress in physical literacy, motor skills, and overall participation in PE and sports activities.
- Mandating PE teachers to undergo ongoing training to enhance their instructional methods and inclusivity practices.

This policy aligns with Abu Dhabi Department of Education and Knowledge (ADEK) regulations, the UAE Ministry of Education (MoE) guidelines, and international best practices to uphold high standards of physical education and student well-being.

III. Objectives

The Physical Education and School Sports Policy at INPS-Shakhbout aims to:

- Ensure all students acquire essential motor skills and movement competencies that support lifelong physical activity and sports participation.
- Foster students' physical, psychological, social, and cognitive well-being through active participation in physical education and school sports.
- Instill the value of regular physical activity to support long-term health, fitness, and well-being.
- Provide accommodation and adaptive physical education programs for students of all abilities, including students with special educational needs and those identified as gifted and talented.
- Align the PE curriculum with California State Standards and SHAPE physical literacy benchmarks to maintain the highest educational and athletic standards.

- Implement structured physical activities during recess, breaks, and extracurricular programs to encourage active participation among all students.
- Offer intra-school and inter-school sports competitions to foster teamwork, discipline, and sportsmanship.
- Use formative and summative assessment strategies to track students' skill development and engagement in PE and school sports.
- Ensure PE teachers receive continuous training to enhance instructional methods, student engagement, and inclusive teaching practices.
- Promote environmentally friendly practices, including sustainable equipment usage and waste reduction in PE and sports activities.
- Implement risk assessments, safety protocols, and first aid measures to protect students during physical activities.
- Engage parents, students, and the school community in campaigns promoting health, fitness, and the benefits of an active lifestyle.

IV. Alignment with UAE and ADEK Guidelines

This policy fully aligns with UAE Ministry of Education (MoE) and Abu Dhabi Department of Education and Knowledge (ADEK) guidelines, ensuring compliance with national education and well-being standards.

- Adheres to the physical education requirements mandated by ADEK.
- Supports ADEK's inclusive education policies, ensuring equal access for all students.
- Meets national standards for student fitness, well-being, and active engagement.
- Ensure PE teachers complete ADEK-required CPD hours for continuous skill enhancement.

V. Definitions

5.1 Physical Literacy

“Is the ability to move with competence and confident in a wide variety of physical activities in multiple environments that benefit the health development of the whole person.” (Mandigo, Francis, Lodewyk & Lopez, 2012).

5.2 Physical Activity

Any body movement produced by skeletal muscles that requires 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).

5.3 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 documented curriculum that is delivered to all students by a qualified PE teacher.

5.4 School Sports

All structured physical activity and learning that take place under the school 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.

VI. Physical Education Vision

INPS-Shakhbout is a dynamic learning community where students enjoy engaging in active and inclusive experiences that empower them with knowledge, skills, and enthusiasm to lead active and balanced lives. Our approach is to inspire lifelong commitment to health and well-being through student-centered physical activities where they embrace the joy of movement and value fitness.

VII. Physical Education Mission

INPS- Shakhbout mission is to nurture physically literate students who develop physical, psychological, social, and cognitive abilities that foster their health, fitness, and a positive attitude towards a lifelong well-being. Through active participation, they develop intrinsic motivation for an active healthy lifestyle and gain social skills and a sense of responsibility in physical activity.

VIII. Physical Education Goals

- Instill a love for physical activity and sports that encourages lifelong participation.
- Provide students with a variety of activities to help them discover activities they enjoy and can pursue outside of the school setting.
- Develop students' physical literacy and equip them with knowledge, skills, values, and positive attitudes through Physical Education and sports.
- Enrich students' comprehension and integration of physical, psychological, social, and cognitive abilities.
- Create an inclusive environment that accommodates diverse abilities and interests.
- Create an engaging inclusive learning environment where students enjoy Physical activities and develop an understanding of movement concepts, principles, and strategies during Physical Education classes.
- Enhance fundamental motor skills such as running, jumping, throwing, catching, and kicking.
- Educate students about the benefits of regular physical activity for overall well-being.

- Design and implement student-centered learning activities that align with the individual developmental stages of students, and ensure they have equal and appropriate learning experiences.
- Support students' overall wellbeing and help them develop a positive attitude towards physical activity by promoting health-related fitness.
- Encourage students' active participation in various physical activities to instill intrinsic motivation for maintaining an active lifestyle.
- Develop students' social skills and a sense of responsibility within the context of physical activity.
- Create opportunities for students to develop their talents by engaging them in age-appropriate interdisciplinary P.E and sport activities.
- Enhance self-esteem and confidence through physical education achievements.
- Enhance access, equity, and inclusion in P.E and sport for all learners.
- Implement adaptive practices and individualized support to enable the full participation of all students, including those with special needs and gifted talents.
- Monitor and assess students' progress regularly to tailor interventions and support their continuous growth in physical literacy and well-being.
- Collaborate with parents, teachers, and the community to create a holistic and sustainable approach to Physical Education.
- Implement innovative teaching methods to enhance the effectiveness of Physical Education programs and foster student engagement.

- Provide professional development opportunities for Physical Education teachers to enhance their teaching skills, inclusivity practices, and understanding of students' diverse needs.
- Establish a safe and supportive environment that fosters respect, empathy, and appreciation for individual differences among students in the Physical Education community.

IX. Physical Education Values



X. Physical Education Program

The INPS-Shakhbout Physical Education program has been carefully designed to align with the California State Standards for K-10 education, serving as a benchmark to ensure that our students acquire the necessary knowledge and skills in physical education.

Additionally, our program also aligns with the Society of Health and Physical Educators (SHAPE) physical literacy standards to enhance the breadth and depth of our curriculum.

Through this thoughtful alignment, we provide our students with a comprehensive and well-structured physical education experience that meets the highest educational benchmarks. Our focus on physical literacy, as emphasized by both the California State Standards and SHAPE, goes beyond mere physical fitness. We aim to cultivate physically literate individuals who possess not only physical skills but also a deep understanding of health, well-being, social and emotional skills, and cognitive abilities related to physical activity.

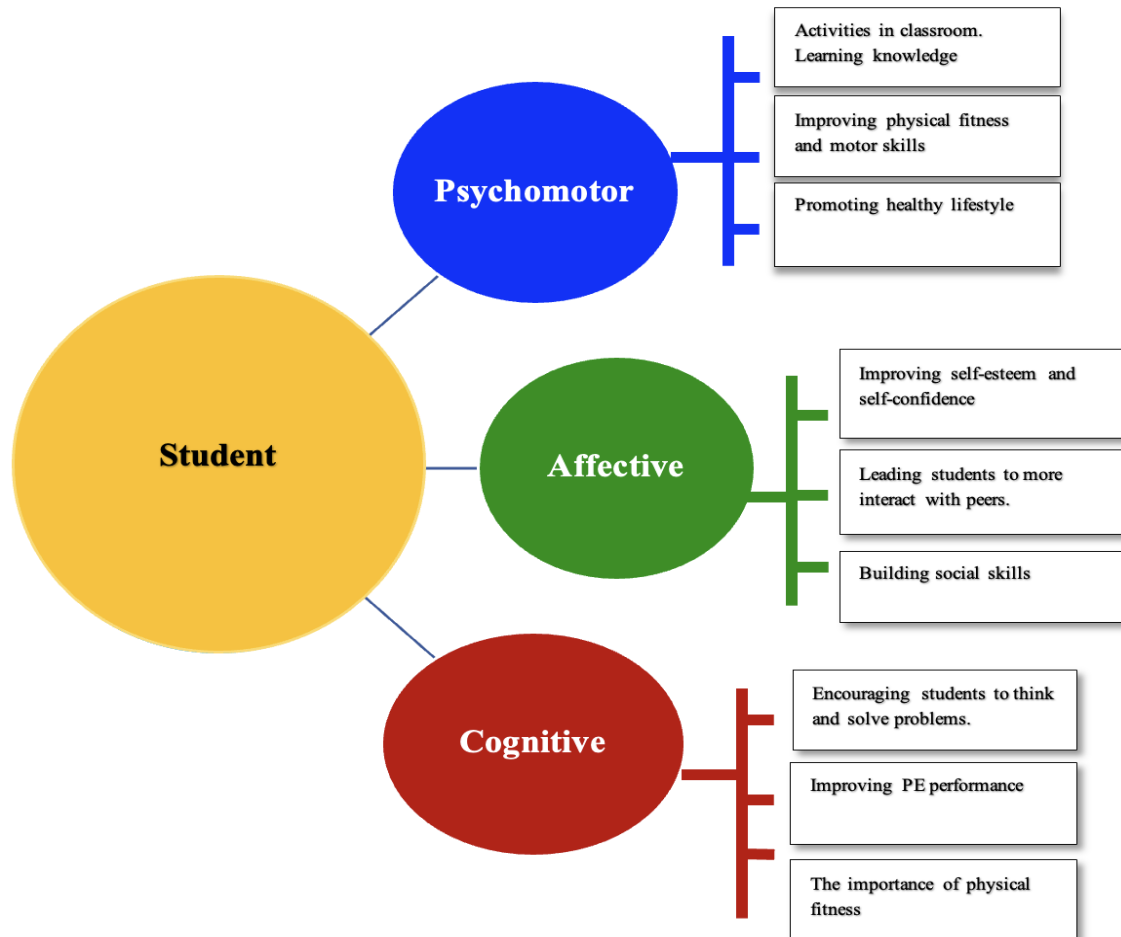
By adhering to these standards, our program offers a clear roadmap for student development at each grade level. It encompasses a wide range of learning objectives, including physical competence, knowledge, attitude, motivation, and social and psychological skills necessary for active participation. This holistic approach ensures that our students are prepared for success not only in physical activities but also in their overall personal development journey.

XI. Physical Education Literacy Standards

- **STANDARD 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **STANDARD 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **STANDARD 3:** The physically literate individual demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.
- **STANDARD 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- **STANDARD 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

XII. Physical Literacy Framework

The INPS- Shakhboub Physical Education framework promotes a shared vision and consistent understanding about what physical literacy is and the way it can be developed. Physical literacy is about developing the skills, knowledge and behaviors that give us the confidence and motivation to lead active lives. The framework provides clarity and consistency around how physical literacy can be embedded into sport and physical education programs. To ensure the integration of these standards, our program associates learning objectives and benchmarks with each grade level across the three domains—psychomotor, cognitive, and affective. For more details, please check the Physical Literacy Framework.



XIII. PE Teaching and Learning

Combined with purposeful and systematic practices, effective planning and instruction is foundational to the development of a lifelong physical literacy. Teaching physical education comprises a range of instructional approaches that include three essential interconnected dimensions: psychomotor, cognitive, and affective. Through carefully planning for comprehensive and well-structured physical education learning experiences and activities that align with K-12 standards and grade-level outcomes, physical education teachers systematically advance the multidimensional development of their students.

In this process, physical education teachers hold a central role in conceiving tasks that currently challenge students on both the physical and cognitive domains. The frequency and qualitative attributes of opportunities afforded to students for the practical application of acquired knowledge and skills that emerge as determinants of their educational trajectory.

Students' learning progress is significantly impacted by the frequency of the provided opportunities for the application of the learned knowledge and skills. To optimize the pedagogical impact of these opportunities for practice, teachers consider reducing group sizes, focus instruction on one or two critical elements, setting high performance expectations, and actively promoting the development of a growth mindset in a conducive learning environment. Adopting such pedagogies and utilizing instructional technology tools Physical education teachers will create an optimal learning environment that promotes continuous growth and achievement in physical education. In fact, the integration of technology tools will augment the effectiveness of instruction and heighten the learning outcomes.

In order to accommodate the varying performance levels within the class, teachers should plan for a spectrum of practice options and allow students the choices of tasks meet their group and individual abilities and preferences. Effectively accommodating individual differences in the context of physical education can be realized through the creation of a variety of stations, each presenting varying levels of challenges, or through the modification of activities tailored to address specific needs of each student. This strategic approach helps ensure every student is given the opportunity to achieve their maximum potential in physical education.

XIV. PE Assessment

Assessment stands as a important element in maintaining the quality of physical education, serving the dual purpose of allowing both teachers and students to measure learning effectiveness, identify areas of strength and improvement, and track progress. In physical education, diverse assessment methods, including summative and formative evaluations, as well as peer and self-assessment should be used by teachers to ensure high students' attainment and progress across all grade levels. Tools like checklists, rubrics, and rating scales are essential for an effective evaluation of student performance if closely aligned with the learning objectives and will ensure they provide tangible evidence of students' mastery of the intended outcomes.

XV. Equal Opportunities

- Engaging in physical activity contributes significantly to enhancing children's physical health, emotional well-being, and social skills. During PE activities, all students are given equal opportunities to actively engage in learning experiences that portray them as powerful and competent individuals. Aiming to increase students' participation, physical activity should be designed to cater for the diverse students' interests, gender, cultural norms, physical and cognitive abilities, fitness levels, as well as the unique needs of those with Special Educational Needs (SEN) and those identified as Gifted and Talented. This inclusive approach aims to foster widespread participation among students.
- In case a specific physical activity poses challenges for a student to fully participate, the P.E. teacher should provide him with an alternative role associated with that activity. These alternative roles may include being a team leader, a referee, or a scorekeeper.
- The INPS-Shakhbout will create a Development Learning Plan (DLP) for PE, modifying lessons and resources to ensure goal achievement. The DLP will provide targeted guidance to enhance PE learning.

- At INPS-Shakhbout, the review and modification of the Physical Education curriculum is systematic. It is tailored to effectively engage Gifted and Talented Students. Physical Education teachers are expected to design advanced learning opportunities that meet the exceptional abilities and need.
- All students including those identified as Gifted and Talented, will be provided with equitable opportunities to participate in available competitions, thereby nurturing the expansion of their talents and promoting the advancement of their skill development.
- NPS-Shakhbout will establish strategic partnerships with local sports clubs and national sports federations to allow opportunities for gifted and talented students. These initiatives may include specialized talent identification processes, coaching masterclasses led by experts, access to qualified officials, and the provision of appropriate competition venues.
- INPS-Shakhbout is committed to providing comprehensive support for students with Special Educational Needs (SEN) to facilitate their access to and participation in all physical activity programs and opportunities. This support may involve curriculum modifications in Physical Education (PE), the provision of personalized coaching, and facilitating their involvement in relevant competitions.

XVI. Provision of Physical Activity in School

15.1 Enriching Extra-Curricular Offerings

- At INPS-Shakhbout, our commitment to fostering a comprehensive educational experience is underscored by the active encouragement of students to expand their horizons and explore individual talents. To achieve this, we offer a diverse selection of a weekly after-school clubs. These clubs cover a range of interests, such as Basketball, Jujitsu, Football, Art, and Drama. We firmly believe that

engagement in these extracurricular activities contributes to holistic learning and personal development outside the classroom setting.

- In adherence to our commitment to fostering a culture of sportsmanship and healthy competition, students at INPS-Shakhbout actively participate in diverse sports competitions organized by ADEK and other governmental entities. Opportunities for 12 and above students extend to competitions and sporting activities alongside private schools in Abu Dhabi and neighboring emirates. Our inclusive approach embraces both intra-school and inter-school competitions, with intra-school events introducing all students to the merits of sports participation and inter-school contests providing equal opportunities for engaging in well-matched competitions against other educational institutions. Ensuring inclusivity, we carefully design competitions to cater to a wide range of abilities, making adaptations for appropriateness and introducing alternative formats to enhance access to sports participation.
- Sustainability Club: The Sustainability Club at our institution assumes a crucial role in raising environmental awareness among our students. In alignment with the environmental calendar established by the Environmental Agency, this club actively involves students in a range of eco-friendly activities. These involve hands-on experiences like planting initiatives, creative recycling projects aimed at transforming materials into artistic expressions, and active contributions to environmental initiatives. The Sustainability Club serves to increase students a profound understanding of the significance of environmental responsibility and the principles of sustainability.
- Before and After School Sports Activities: The importance of physical activity in promoting holistic well-being is acknowledged within our educational philosophy. Beyond our standard curriculum, we offer after-school sports activities to allow students opportunities for engaging in physical exercise and recreational activities, contributing to their overall health and enjoyment.

- **Celebrating Sports Day:** The annual Sports Day is an event that highlights the values of amity, healthy competition, and a commitment to active living within our academic calendar. During this event, students demonstrate their athletic skills, exemplary sportsmanship, and unwavering dedication. The Sports Day operates as a key platform for promoting a profound sense of belonging and unity among the members of our academic community.

15.2 Breaks and Recesses

- The commitment of INPS-Shakhbout to promote a vibrant and active school environment extends beyond physical education lessons. Grounded in our belief that breaks and recesses significantly contribute to the holistic well-being and development of students, we proactively facilitate opportunities for their engagement in physical activities.
- Within the framework of breaks and recesses, we promote the embrace of informal play, wherein students can engage in spontaneous and unstructured activities fostering movement, social interaction, and creativity. This includes activities such as tag, skipping, or simply running around with friends.
- Furthermore, our commitment extends to the provision of semi-formal and formal physical activities organized to augment students' active experiences. These activities include planned games, team sports, and other structured exercises which not only enhance physical health but also foster teamwork, cooperation, and the development of motor skills.

15.3 Active Lessons

- Each member of our faculty assumes the responsibility of creating dynamic and engaging learning experiences for our students. To achieve this, the physical layout of our classrooms and the overall school environment are deliberately utilized to minimize sedentary behavior and foster continuous movement throughout the curriculum hours. Teachers are expected to create an environment conducive to standing, walking, and movement, thereby actively minimize sedentary time and promote a more dynamic and energetic learning atmosphere.

- Moreover, acknowledging the profound significance of movement in promoting both physical and cognitive well-being, our approach extends to the integration of short, frequent activity breaks within classes. These well-timed breaks provide students with opportunities to stretch their bodies, elevate their heart rates, and engage their core muscles. While our primary focus remains on the academic pursuit, these short breaks not only contribute to the overall health of our students but also ensure keeping them interested and engaged in the learning process.

15.4 School Strategy for 30 Minutes of Daily MVPA in PE and Sports

At INPS- Shakhbout, we prioritize students' well-being by ensuring that each student engages in a minimum of 30 minutes of moderate-to-vigorous physical activity during school hours and shows a lifelong appreciation for a healthy and active lifestyle. To ensure that, the school will implement the following strategies.

- **Diversification of Activities:** The school will develop a comprehensive array of activities that accommodate diverse interests and abilities, including sports, arts, and social clubs. This approach aims to engage more students by providing options that meet their individual preferences.
- **Implementation of a Buddy System:** the school will establish a structured buddy system whereby more physically active students are paired with their less active peers. This initiative is designed to promote increased participation among all students.
- **Positive Reinforcement and Recognition:** To motivate and engage students, the school will implement a system of positive reinforcement and recognition for their participation in physical activities by issuing certificates or rewards to acknowledge and celebrate individual and group achievements.
- **Incentives and Friendly Competitions:** To create a dynamic and engaging environment that encourages active involvement the school will offer a variety of friendly competitions that stimulate student interest and motivation in participating in physical activities.

- **Regular Feedback Sessions:** To develop a better understanding of student needs and preferences, PE teachers will schedule regular feedback sessions with students to gain insights into their interests and identify any barriers to participation. This approach will allow for the continuous improvement of activity offerings and engagement strategies.

15.5 Least active students

- During morning assemblies and break periods, certain students exhibit lower levels of physical activity compared to their peers. The school created a plan to identify these students and implement strategies to increase their engagement and enhance their active participation.
- **Identification Plan for Least Active students:**
 - **Observation of Student Activity:** Teachers will observe students during morning assemblies and break times to identify individuals who demonstrate lower levels of physical activity. The data collected will help understand engagement patterns.
 - **Utilization of Feedback Mechanisms:** To view of students' participation and engagement levels, the school will follow an approach that is based on teachers' observations, peer feedback, and self-assessment surveys which will help identify students who are less engaged in physical activities.
 - **Monitoring Attendance and Participation:** The school will Implement a tracking system to monitor attendance and participation in organized activities and clubs. This data will help identify students' involvement and create interventions for those who are less active.

15.6 CPD Opportunities

INPS-Shakhbout is committed to ensuring that Physical Education (PE) teachers undergo 75 hours of Continuing Professional Development (CPD) annually, encompassing subject-specific training aimed at enhancing pedagogical approaches and skill proficiency. This

commitment is aligned with the ADEK Employment Policy, and it seeks to address any additional requisites pertinent to teachers, thereby reinforcing their expertise and competence in teaching physical education.

15.7 CPD Opportunities

To ensure health and safety in Physical Education and School Sports, INPS-Shakhbout:

- Ensures Compliance with Student Protection Policy by verifying that PE teachers, coaches, and volunteers have formally acknowledged and complied with the school's Student Protection Policy.
- Ensures that relevant training has been completed to enhance understanding and adherence to the policy's guidelines.
- Maintains Comprehensive Health and Safety Records by diligently recording and documenting all incidents occurring during PE and school sports activities.
- Maintains an organized system for documenting health and safety information to facilitate easy retrieval and analysis.
- Ensures the school has a clear and well-defined process for addressing incidents during PE and sports activities.
- Involves specialist personnel, such as first aiders, as needed, ensuring a swift and effective response to any emergencies.
- Prioritizes the execution of thorough risk assessments for new activities, identifying potential hazards and mitigating risks.
- Regularly inspects and maintains equipment to ensure suitability for students' size and skill levels.
- Routinely inspects school facilities to identify and rectify potential hazards.

- Establishes and adheres to procedures for reporting and addressing unsafe areas promptly.
- Raises PE teachers and coaches' awareness of students' medical conditions by ensuring PE teachers and coaches are well-informed about students' medical conditions that may affect their participation in physical activities.
- Ensure PE teachers and coaches make adjustments to activities or equipment to accommodate students with medical conditions, fostering their active inclusion in PE and school sports.
- Prior to each activity, assesses weather conditions, considering factors such as heat, humidity, wind, and air quality.
- Makes necessary adjustments to activities based on weather conditions to ensure the safety and well-being of students.
- Ensure that PE teachers and coaches encourage and facilitate regular hydration for students during and after physical activities.
- Provides convenient access to fluids to support students in maintaining optimal hydration levels.
- Adopts measures to protect students from sun exposure, including the provision of shade and promotion of the use of hats and sunscreen.
- During hot and humid weather conditions, PE teachers and coaches show flexibility in Uniform Policy and permit students to wear PE uniforms instead of thicker and longer regular uniforms, promoting comfort and well-being.

15.8 Awareness Campaigns

INPS-Shakhbout attempts to initiate an embracing awareness campaign for the entire school community, including staff, educators, students, and parents, with the main objective of increasing understanding and awareness regarding the significance of physical activity and health. This campaign will additionally outline the specific roles and responsibilities of parents and students in the realization of objectives within the framework of the physical education policy.

15.9 Monitoring and Evaluation

The school will systematically oversee and assess the efficiency of the Physical Education curriculum and instructional methodologies. This evaluative process includes measuring students' daily averages of Moderate to Vigorous Physical Activity (MVPA) and calculating the mean duration of Physical Education instruction delivered to all students within each year group over the academic year. Furthermore, the school will record student engagement in sports events, extracurricular activities, competitions, etc., by generating a comprehensive roster for each event. Additionally, the school will closely monitor and draw comparisons between the participation rates of Students of Determination and the broader school population.

XVII. Disclaimer

Disclaimer

This policy was developed by Al Ittihad National Private School-Shakhbout. 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.

Physical Education and School Sports Policy

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