

Arabian Education Development



**Physical Education
and
School Sports Policy**
AY 2025-2026

Table of Contents

IPS PHYSICAL HEALTH VISION	5
IPS SCHOOL CORE SPORTS VALUE.....	5
I. INTRODUCTION	6
II. POLICY STATEMENT	6
III. KEY TERMS	6
IV. ACRONYMS	8
V. PURPOSE AND OBJECTIVES.....	8
VI. GUIDELINES AND CONSIDERATIONS	10
VII. INCLUSION	11
VIII. GIFTED AND TALENTED.....	12
IX. GENDER CONSIDERATIONS.....	12
X. IPS PHYSICAL LITERACY FRAMEWORK.....	13
XI. PE CURRICULUM, PEDAGOGY, AND ASSESSMENT	15
XII. SUBJECT LOAD: MINIMUM PE TIME PER WEEK.....	16
XIII. TEACHING STRATEGIES	17
XIV. CROSS-CURRICULAR LINKS.....	20
XV. COMPETITIONS	22
XVI. HEALTH AND SAFETY POLICY	23
XVII. STAFF ELIGIBILITY	25
XVIII. GUIDELINES AND CONSIDERATIONS	26
XIX. DRESS POLICY.....	28
XX. NON-PARTICIPATION	29
XXI. SCHOOL SPORTS FACILITIES.....	31

XXII. MONITORING AND EVALUATION.....	31
XXIII. RISK MANAGEMENT	32
XXIV. CONTROL MEASURES.....	34
XXV. ACCIDENT PROCEDURES	35
XXVI. ROLES AND RESPONSIBILITIES	35
XXVII. COMPLIANCE.....	38
XXVIII. DISCLAIMER.....	54

Mission



At Al Ittihad Private Schools, we are dedicated to inspiring and empowering all students through sustainable, innovative education. Our commitment is to foster their holistic development, instill essential 21st-century skills, promote lifelong learning, and empower them to excel academically. Additionally, we prioritize creating an inclusive environment where every student feels valued, respected, and supported as they grow into active, responsible heritage guardians and global citizens.

Vision



A Generation of Heritage Guardians and Global Thinkers.

Values

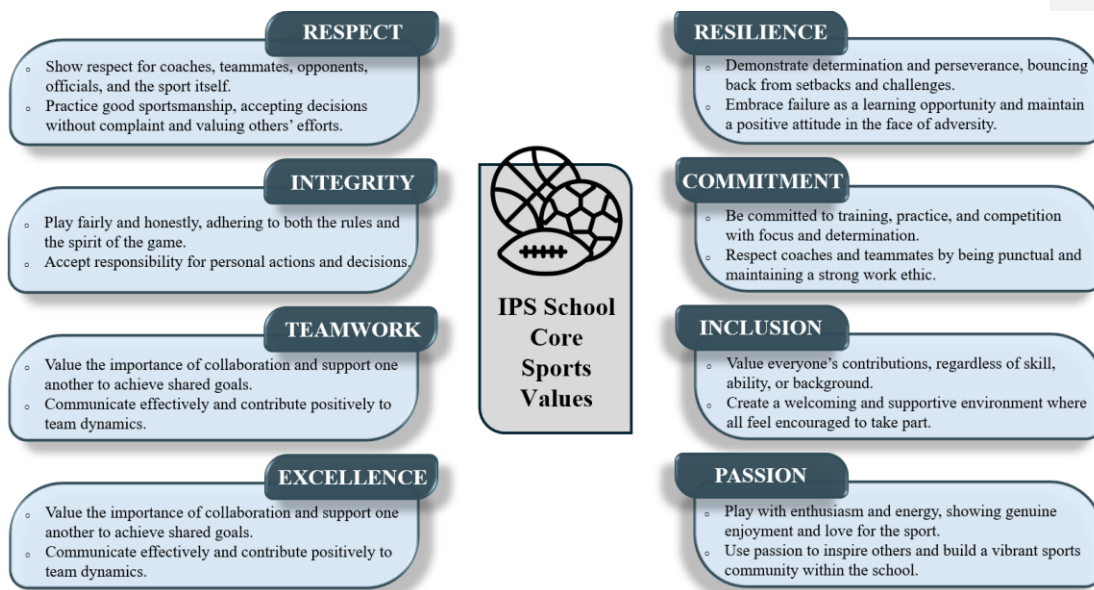


- Respect
- Integrity
- Empathy
- Tolerance
- Loyalty
- Resilience
- Innovation
- Global Citizenship
- Environmental Stewardship
- Sustainability

IPS Physical Health Vision

At Al Ittihad Private Schools, we envision a physically active and health-conscious community where every student is empowered to thrive through movement, resilience, and teamwork. Our vision is to instill a lifelong commitment to physical wellbeing by fostering enjoyment, integrity, inclusion, and excellence in all physical education and sports experiences. Through dynamic programs that reflect our core values of respect, resilience, and innovation, we aim to develop confident global thinkers who value health, lead by example, and contribute positively to their communities.

IPS School Core Sports Value



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 build confidence, competence, and essential life skills, fostering positive attitudes and behaviors to remain active for 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 Schools are 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

Additional learning needs	Individual requirements for additional support, modifications, or accommodations 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). For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the 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. Refers 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	Any bodily movement produced by skeletal muscles that requires energy expenditure. Physical activity refers to all movement 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. Acronyms

Acronyms	Full Term
PE	Physical Education
MVPA	Moderate to Vigorous Physical Activity
CPD	Continuous Professional Development
IPS	Ittihad Private Schools
ADEK	Abu Dhabi Department of Education and Knowledge
IEP	Individual Educational Plan
ISP	Individual Support Plan
ILP	Individual Learning Plan
BSP	Behavior Support Plan
ALP	Advanced Learning Plan
WHO	World Health Organization
IPLA	International Physical Literacy Association

V. Purpose and Objectives

The purpose of this policy is to:

- Establish foundational requirements for implementing Physical Education (PE) and school sports programs across all phases, ensuring consistency and quality.
- Promote the integration of structured and unstructured physical activities throughout the school day to support active lifestyles.

- Require the development of an internal policy and framework for physical literacy to guide the planning and delivery of PE and school sports.
- Ensure that PE and school sports programs are inclusive and responsive to the diverse needs of all students, including those with additional learning needs and those identified as gifted and talented.
- Define eligibility criteria for PE teachers and coaches, and outline core curriculum components, including instructional strategies and assessment practices.

The objectives of this policy are to:

- Promote physical health and wellbeing by ensuring regular participation in quality PE and sports programs that support an active and healthy lifestyle.
- Develop physical literacy by equipping students with the confidence, competence, and motivation to engage in a wide range of physical activities.
- Encourage inclusivity by providing PE and sports opportunities that accommodate individual differences, abilities, and learning needs.
- Foster a positive sports culture by promoting sportsmanship, teamwork, and personal responsibility both on and off the field.
- Support holistic student development by integrating physical activities that enhance social, emotional, and cognitive skills such as critical thinking and collaboration.
- Establish standards and accountability through a consistent framework for the design, delivery, and assessment of PE and sports programs across all phases.
- Promote professional development and competency by ensuring PE teachers and coaches are trained in current best practices, pedagogies, and assessment methods.

VI. 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 both 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.

*2.1 Holistic Activity Goal:
Schools shall provide
opportunities for students to
be active*

*throughout the school day to
reach the target of averaging
at least 30 minutes per*

*day of MVPA within the school
setting (contributing to a daily
goal of 60 minutes*

*within the school and home
settings).*

- **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.

- **Awareness Campaigns and Engagement**

Schools shall promote the importance of physical activity to students, parents, and staff through regular communication, posters, newsletters, workshops, and school-wide events that highlight the benefits of an active lifestyle and encourage community participation.

VII. Inclusion

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 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.

VIII. Gifted and Talented

IPS Schools are 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:

- Identify gifted and talented students early and provide personalized support, using assessments, teacher observations, and collaboration with parents to ensure timely intervention and targeted challenge.
- Design a PE curriculum and sports program that provides stretch and challenge, incorporating complex tasks, advanced coaching, and leadership opportunities to help students refine their skills.
- Foster independence and innovation, encouraging students to think critically, solve problems, and explore creative approaches within their physical education experiences.
- Celebrate student success in meaningful ways, recognizing achievements in competitions, academics, and leadership to reinforce self-belief and pride.

IX. Gender Considerations

All IPS Schools 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**

For KG, all KG teaching and support staff must be female.

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 Schools 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.

2b. Swimming classes only until G4/Y5 for schools that have separate changing rooms for each gender; in line with the [ADEK School Buildings and Facilities Policy](#).

2c. Parental consent should be considered for swimming and any coeducational physical activities, with alternative arrangements or accommodations for physical activity made for non-consenting students (e.g. land training/dryland exercises, screens).

2d. During swimming, students and teachers in Grade 5/Year 6 and above

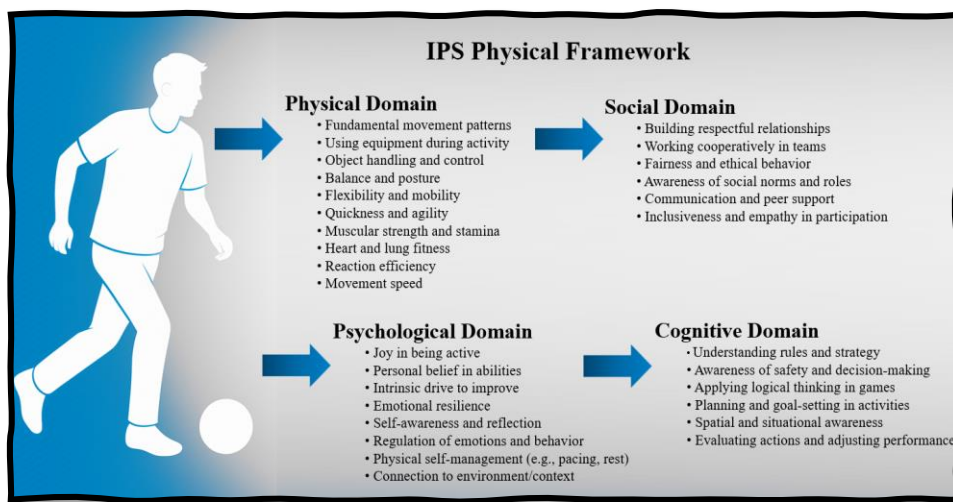
Any coeducational PE activities beyond Grade 4 will only take place with prior parental consent. Alternative arrangements will be made for students whose parents do not consent.

X. IPS Physical Literacy Framework

Physical Literacy Framework

IPS Schools are 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. The key physical literacy outcomes students are expected to develop include:



Physical literacy should be guided by five key student-centered outcomes. These outcomes reflect how students experience movement physically, socially, cognitively, and psychologically, and they underpin all aspects of the IPS Physical Literacy Framework.

5. Physical Literacy

Enjoyment: *"I like playing sports or being active."*

Confidence: *"I feel confident when exercising or playing sports."*

Competence: *"I find sports and exercise easy."*

Knowledge: *"I know why exercise and sports are good for me, how to get involved, and improve my skills."*

Understanding: *"I understand how to apply my skills and knowledge of sports"*

ADEK: PHYSICAL EDUCATION AND SCHOOL SPORTS

Curriculum Planning and Program Design

The physical literacy framework serves as a foundation for planning the PE curriculum and designing school sports programs by both PE teachers and sports coaches. 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. (Refer to Appendix III: Physical Education Course Catalogue)

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.

All activities are aligned with the physical literacy framework to ensure appropriate developmental progression.

Stakeholder Engagement

IPS Schools actively engage 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 the development of student physical literacy through PE and school sports, and to ensure that all stakeholders understand their role in this process.

XI. PE Curriculum, Pedagogy, and Assessment

IPS Schools 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.

This curriculum is designed to progressively develop physical literacy across all four domains outlined in the IPS Physical Literacy Framework.

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.

XII. Subject Load: Minimum PE Time Per Week

At IPS Schools aims to ensure that all students receive a minimum of two 50 minutes of timetabled PE per week, with a target of reaching 120 minutes where feasible.

IPS Schools	KG	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Physical Education		2	2	2	2	2	2	2	2	2	2	2	2
*Each Period for KG is 40 minutes													
*Each Period for Gr 1 - Gr 12 is 50 minutes													

- 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 Schools 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.

9.2 Minimum PE Time Per Week:
Schools shall provide an average of at least 60 minutes of taught, timetabled PE per week across the school year to all students (with an aim to provide 120 minutes of PE per week, whenever possible).

PHYSICAL EDUCATION AND
SCHOOL SPORTS

	Phase	Minimum
1	KG	60
2	Cycle 1 (Grades 1–4)	60
3	Cycle 2 (Grades 5–8)	60
4	Cycle 3 (Grades 9–12)	60

Commented [PH1]:

Commented [PH2]: Each school needs to place their hours here but they need to ensure we cover at least the minimum time of 60 minutes

Commented [PH3R2]: According to 9.2

XIII. Teaching Strategies

The PE program at IPS Schools 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 Schools 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.

13.1 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.

13.2 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.

XIV. Cross-Curricular Links

Physical Education at IPS Schools 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 Integration

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 Integration

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.

Movement-based learning strategies are also encouraged across subjects. For example, math teachers may incorporate physical games involving counting, measuring, or calculating movement-based tasks, while language lessons can include role-playing or action-based storytelling to support kinesthetic learners.

XV. Competitions

- **Sports Integrity, Healthy Competition, and Values**

IPS Schools have 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 Schools 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 Schools take 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.

XVI. Health and Safety Policy

The effective management of health and safety in Physical Education at IPS Schools 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 the health and safety standards of relevant regulatory bodies, 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.

- **Access to Safety Information**

- **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.

XVII. Staff Eligibility

- **Employment Compliance**

All PE teachers and coaches must be employed in accordance with the staff eligibility and employment policies set by the relevant regulatory bodies. Schools should also ensure alignment with the Student Protection Policy mandated by these bodies to maintain a safe and supportive environment for students.

- **PE Teachers**

- **Eligibility:** IPS schools shall employ PE teachers who meet the requirements for Subject Teachers as stipulated by the staff eligibility policies of the relevant regulatory bodies. 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 Schools 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 at the school's discretion and may include current staff with an interest or talent in a particular sport. Coaches must either complete training approved by the relevant regulatory bodies 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 for Subject Teachers may assist PE teachers but cannot independently lead PE classes unless teaching specialized modules, in alignment with the staff eligibility policies of the relevant regulatory bodies.
- **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.

All recruitment and employment practices for PE teachers and coaches shall comply with the employment and student protection policies of the relevant regulatory bodies, ensuring that all staff meet eligibility requirements and uphold the highest standards of student safety and professional conduct.

XVIII. Guidelines and Considerations

- **Health and Safety in PE and School Sports**

IPS Schools have established comprehensive health and safety procedures aligned with the health and safety policies of the relevant regulatory bodies, 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 by the health and safety and student protection policies of the relevant regulatory bodies. 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 Schools 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 Schools PE teachers should 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**

IPS Schools' facilities must be routinely inspected by 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 health and safety policies of the relevant regulatory bodies.

- **Medical Condition Management**

IPS Schools 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.

XIX. 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 Schools.

- **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 Schools 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.

XX. Non-Participation

Active participation in PE lessons is a key expectation for all students at IPS Schools. However, there may be occasions when a student is unable to participate due to a 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.

XXI. 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 policies set by regulatory bodies and must sign the IPS Schools Student Protection Policy to confirm their understanding and commitment to maintaining a safe and supportive environment for all students.

All external partners, vendors, or community users granted access to school sports facilities must sign the IPS Schools Student Protection Policy and adhere to all applicable health, safety, and safeguarding guidelines issued by the relevant regulatory bodies. Schools must implement strict access controls to prevent unauthorized entry into instructional areas and ensure student safety at all times.

XXII. 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 Schools have 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 the relevant regulatory bodies as required.

- **Monitoring PE Provision**

IPS Schools 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**

IPS Schools shall specifically track the participation of students with additional learning needs in PE lessons, sports events, and extracurricular activities. This data will be compared with overall school participation rates to identify gaps, ensure equity, and inform targeted support or intervention plans.

Commented [PH4]: Schools need to provide evidence of monitoring

XXIII. 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 Schools 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.

XXIV. 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 Schools 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.

XXV. Accident Procedures

In the case of an accident during a PE lesson

- **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.
- **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.
- **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.
- **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.

XXVI. 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.

XXVII. Compliance

The IPS Schools 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.

Appendix I

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: _____

Appendix II

Required Documents for PE & School Sports Inspection

1. School-Level Policies

- **PE and School Sports Policy** (this tailored document)
- **Student Protection Policy** (signed by all PE staff and external vendors)
- **Health and Safety Policy** (specific to PE/sports activities)
- **Risk Management Plan** (pre-lesson risk assessments, equipment checks)
- **Emergency Procedures Protocols** (evacuation plans, first aid steps)

2. Curriculum and Lesson Planning

- **Written PE Curriculum** (must include progression by phase: KG to G12)
- **Lesson Plans** (differentiated and inclusive)
- **Physical Literacy Framework** (your IPS version, showing 4 domains)
- **Unit Overviews / Yearly Scope & Sequence** (mapped across all grade levels, showing alignment with curriculum outcomes)

3. Instruction & Student Engagement Evidence

- **MVPA Tracking Reports** (Average minutes of Moderate to Vigorous Physical Activity per day)
- **Participation Rosters** (PE classes, sports events, extracurricular clubs)
- **Adapted Roles Documentation** (alternative tasks for injured/non-participating students)
- **Inclusion Data** (tracking students with additional needs vs. whole-school participation)
- **Gifted and Talented Identification Forms** (plus development plans)

4. Assessment and Progress

- **Student Assessment Records** (rubrics, skill checklists, and tracking of individual progress over time)
- **Examples of Peer/Self Assessments** (student reflection and evaluation samples)
- **Physical Fitness Reports / Portfolios** (compiled evidence of student fitness levels, achievements, and goal setting)

5. Staffing and Training

- **Staff Eligibility Records** (PE teachers' degrees, licenses, coach certifications)
- **CPD Logs** (75 hours for teachers, 25 for coaches)
- **Staff Assignment Matrix by Gender** (e.g., male staff for boys in G5+, female staff for girls)

6. Facilities and Safety

- **Facility Inspection Reports** (hazard checks, maintenance logs)
- **Equipment Safety Logs** (annual & periodic inspections)
- **Vendor Agreements** (external coaches/vendors must sign policies and show certification)
- **Access Control Measures** (for external use of school sports facilities)

7. Communication and Awareness

- **Parent Communication Samples** (letters, circulars on PE expectations, kits, swimming, etc.)
- **Awareness Campaign Materials** (flyers, posters, photos of events)
- **PE Kit Policy and Enforcement Records** (letters sent to parents, incident logs)

Appendix III

Physical Education Course Catalogue

Physical Education Grades 1 – 5

The Grades 01 to 05 Physical Education courses focus on developing students' motor skills, coordination, endurance, and physical fitness through a variety of engaging, age-appropriate activities. The curriculum is designed to enhance students' locomotor, non-locomotor, and manipulative skills, promoting their overall physical development while fostering a lifelong appreciation for fitness and wellness.

Students engage in hands-on activities that challenge them to explore new movements, improve balance, reaction time, and fine motor skills, and develop teamwork and problem-solving abilities. Each grade level introduces progressively more complex skills, ensuring students build a strong foundation in movement patterns, object manipulation, and physical performance. The courses encourage students to explore individual and group activities to enhance their social interaction skills, self-confidence, and sportsmanship.

Through creative activities and structured learning, the Physical Education curriculum channels students' natural energy into productive physical activity. The goal is to develop physical literacy, ensuring students are equipped with the skills to lead healthy, active lifestyles. By the end of Grade 5, students will have gained strength, agility, and coordination, preparing them for more specialized physical education courses in middle school.

The following table outlines the Physical Education courses offered at each grade level, along with the corresponding credits earned for successful completion:

Course: Physical Education	
Course	Grade
Physical Education (PE101)	01
Physical Education (PE201)	02
Physical Education (PE301)	03
Physical Education (PE401)	04
Physical Education (PE501)	05

Course Description – Physical Education – Grade 01

Couse Code: PE101
Number of Periods: 2

Prerequisite: PE001K2

In Grade 01 Physical Education course, the students continue to grow steadily in height and weight while advancing their physical skills, including jumping, hopping, sliding, walking, running, leaping, and skipping. As the students face increased cognitive demands across their schooling, these young learners remain enthusiastic and curious, thriving on hands-on activities and brief, varied instructional segments to maintain focus. The physical education environment provides the students with ample opportunities to explore new skills. Through creative activities and structured learning, the course aims to channel the students' natural energy and enthusiasm into building a solid foundation for future physical education and lifelong fitness.

Course Description – Physical Education – Grade 02

Couse Code: PE201
Number of Periods: 2

Prerequisite: PE101

In Grade 02 Physical Education course, the students continue to showcase a high level of flexibility, steady muscular strength, and endurance. Their locomotor and manipulative skills are advancing, alongside improvements in static and dynamic balance and enhanced rhythmic abilities. As they enter the concrete operational stage of cognitive development, the students begin to think logically about tangible events and remain curious about mechanical functions. Their increasing attention spans are complemented by a literal interpretation of new concepts. The physical education environment provides the students with ample opportunities to explore new skills. Through creative activities and structured learning, the course aims to channel the students' natural energy and enthusiasm into building a solid foundation for future physical education and lifelong fitness.

Course Description – Physical Education – Grade 03

Couse Code: PE301
Number of Periods: 2

Prerequisite: PE201

In Grade 03 Physical Education course, the students advance their movement skills by combining basic locomotor and non-locomotor techniques into complex sequences, with additional support provided to those needing to refine their foundational skills. Students are encouraged to explore various movements, and to practice skills such as rolling, throwing, catching, dribbling, and kicking. The physical education environment provides the students with ample opportunities to explore new skills. Through creative activities and structured learning, the course aims to channel the students' natural energy and enthusiasm into building a solid foundation for future physical education and lifelong fitness.

Course Description – Physical Education – Grade 04

Couse Code: PE401
Number of Periods: 2

Prerequisite: PE301

In Grade 04 Physical Education course, the students continue to develop their motor skills where they experience significant improvements in eye-hand coordination, fine motor skills, reaction time, and balance, though maintaining balance remains challenging due to the midsection-centered gravity. Having mastered basic locomotor and non-locomotor skills in earlier grades, the focus now shifts to refining object manipulation techniques like kicking, throwing, and striking. The physical education environment provides the students with ample opportunities to explore new skills. Through creative activities and structured learning, the course aims to channel the students' natural energy and enthusiasm into building a solid foundation for future physical education and lifelong fitness.

Course Description – Physical Education – Grade 05

Couse Code: PE501
Number of Periods: 2

Prerequisite: PE401

In Grade 05 Physical Education course, the students enhanced their eye-hand and eye-foot coordination, with an emphasis on improving accuracy and distance in object manipulation using both body parts and implements like rackets and bats. The curriculum integrates problem-solving activities that cater to the students' intellectual interests and promotes small-group activities to foster cooperative interaction. The physical education environment provides the students with ample opportunities to explore new skills. Through creative activities and structured learning, the course aims to channel the students' natural energy and enthusiasm into building a solid foundation for future physical education and lifelong fitness.

Physical Education Grades 6 – 9

The Physical Education Courses Grades 6 – 9 aim at promoting lifelong health and fitness by helping students build fundamental movement skills, sport-specific techniques, and teamwork abilities. The curriculum is designed to enhance physical, social, and emotional well-being, encouraging students to develop personal fitness goals, improve problem-solving skills, and foster a positive attitude toward maintaining physical fitness.

As students' progress through Grades 06 to 08, they are provided with developmentally appropriate activities that address their physical growth, cognitive development, and social interactions. The program emphasizes personal responsibility, respect for others, and collaboration in team settings, helping students become more independent learners who understand the importance of maintaining a healthy lifestyle.

The courses incorporate creative activities, structured learning experiences, and hands-on challenges to encourage students to actively participate in their fitness journeys. By engaging in group problem-solving tasks, modified team sports, and individual fitness planning, students enhance their strength, endurance, agility, and coordination.

Through a comprehensive and inclusive approach, the Physical Education courses prepare students to take ownership of their physical well-being, manage physical transitions, and develop a strong foundation for lifelong fitness and healthy habits.

The following table outlines the Physical Education courses offered at each grade level, along with the corresponding credits earned for successful completion:

Course: Physical Education	
Course	Grade
Physical Education (PE601)	06
Physical Education (PE701)	07
Physical Education (PE801)	08

Course Description – Physical Education – Grade 06

Couse Code: PE601
Number of Periods: 2

Prerequisite: PE501

In Grade 06 Physical Education course, the students actively engage in assessing their fitness levels and crafting personal fitness plans, transitioning from fundamental movements to sport-specific skills in cooperative settings. The students display greater independence, seek challenges, and learn to respect and provide feedback on others' performances, emphasizing cooperation in both individual and group activities. The physical education environment provides the students with ample opportunities to explore new skills. Through creative activities and structured learning, the course aims to channel the students' natural energy and enthusiasm into building a solid foundation for future physical education and lifelong fitness.

Course Description – Physical Education – Grade 07

Couse Code: PE701
Number of Periods: 2

Prerequisite: PE601

In Grade 07 Physical Education course, the students navigate a pivotal period marked by accelerated physical growth, including increases in height, weight, heart size, lung capacity, and muscular strength. The physical education curriculum is designed to offer challenging activities that address the students' developmental needs, helping them manage physical transitions while improving their problem-solving skills within group activities. This comprehensive approach ensures students are well-prepared for future academic and physical endeavors, fostering a deeper appreciation for maintaining physical fitness and overall health. The physical education environment provides the students with ample opportunities to explore new skills. Through creative activities and structured learning, the course aims to channel the students' natural energy and enthusiasm into building a solid foundation for future physical education and lifelong fitness.

Course Description – Physical Education – Grade 08

Couse Code: PE801
Number of Periods: 2

Prerequisite: PE701

In Grade 08 Physical Education course, the students are capable of abstract thinking, which allows them to handle complex problems, apply logical thought, use deductive reasoning, and engage in systematic planning. These skills enable them to participate successfully in modified team sports. This phase of education also focuses on the importance of good health and fitness, preparing students to take responsibility for their physical well-being and enhancing their ability to engage in and contribute to team-oriented activities effectively. The physical education environment provides the students with ample opportunities to explore new skills. Through creative activities and structured learning, the course aims to channel the students' natural energy and enthusiasm into building a solid foundation for future physical education and lifelong fitness.

Physical Education Grades 10 – 12

The Physical Education Courses Grades 10-12 aim at promoting health, fitness, and well-being through a structured program that focuses on developing movement skills, building physical strength, and encouraging lifelong fitness habits. The curriculum is designed to progressively enhance students' physical performance, starting with foundational skills in Grade 9 and advancing to the application of complex strategies and personal fitness planning in Grade 12. The program aims to foster a positive attitude toward physical activity as a vital part of maintaining both mental and physical health.

Throughout the Physical Education courses, students engage in a variety of individual and team sports, improving their agility, coordination, balance, reaction time, and speed. They are introduced to biomechanical principles such as leverage, force, inertia, and rotary motion, which they apply to refine their skills and optimize their performance. The department emphasizes the importance of self-assessment and peer feedback, encouraging students to evaluate their performance and make adjustments to their training plans.

Students are also taught to design personalized fitness plans that align with scientific principles and their individual fitness goals. They learn how to analyze fitness data, adjust their routines, and adapt strategies to meet health-related fitness benchmarks. The curriculum not only focuses on physical development but also incorporates emotional and cognitive growth, teaching students to manage stress, build resilience, and improve their overall well-being.

The Physical Education program helps students build a solid foundation for lifelong fitness, equipping them with the skills and knowledge needed to maintain active and healthy lifestyles beyond high school. Through a combination of creative activities and structured learning, the department aims to channel students' energy and enthusiasm into positive and productive fitness practices that will benefit them in all aspects of life.

The following table outlines the Physical Education courses offered at each grade level, along with the corresponding credits earned for successful completion:

Course: Physical Education		
Course	Grade	Credit
Physical Education (PE902)	09	1.0
Physical Education (PE1002)	10	1.0
Physical Education (PE1102)	11	1.0
Physical Education (PE1202)	12	1.0

Course Description – Physical Education – Grade 09

Couse Code: PE902
Number of Periods: 2

Prerequisite: PE801

In the Grade 09 Physical Education course, students refine a diverse range of movement skills and individual and dual activities, progressing from simple to complex patterns. The curriculum emphasizes the development and application of skills such as balance, reaction time, agility, coordination, and speed to enhance performance. Students will also explore advanced transition strategies and apply biomechanical principles—including leverage, force, inertia, and rotary motion, to achieve higher levels of performance, which they will evaluate critically. The course integrates physical, emotional, cognitive, and scientific factors to provide a holistic approach to improving performance. The course also involves identifying effective training and conditioning practices, creating adaptable training plans, and setting personal fitness goals based on health-related fitness assessments and the principles of exercise. Through creative activities and structured learning, the course aims to channel the students' natural energy and enthusiasm into building a solid foundation for future physical education and lifelong fitness.

Course Description – Physical Education – Grade 10

Couse Code: PE1002
Number of Periods: 2

Prerequisite: PE902

The Grade 10 Physical Education curriculum builds on previously acquired skills, focusing on advanced movement patterns and strategic performance in various physical activities. Students demonstrate proficiency in using biomechanical principles to enhance their performance and are expected to engage in the independent learning of movement skills. The course covers the design and implementation of personalized fitness plans, reflecting on the impact of physical activities on disease prevention and health care cost reduction. Students will also learn to identify and utilize individual strengths in team settings and maintain a safe, supportive environment for all participants. Through creative activities and structured learning, the course aims to channel the students' natural energy and enthusiasm into building a solid foundation for future physical education and lifelong fitness.

Course Description – Physical Education – Grade 11

Couse Code: PHE1102
Number of Periods: 2

Prerequisite: PHE1002

The Grade 11 Physical Education program challenges students to enhance their proficiency in a wide range of activities, including individual and team sports, through the application of increasingly complex movement patterns. Students refine their skills in balance, reaction time, agility, coordination, and speed, and learn to apply biomechanical principles such as leverage, force, inertia, and rotary motion, for advanced performance. Students engage in both self-assessment and peer feedback to optimize their training and conditioning practices. They develop personalized practice/training plans based on their evaluations and adapt their strategies to enhance individual and team performance. Regular participation in various physical activity and challenging fitness routines help them surpass standard health-related fitness benchmarks.

Through creative activities and structured learning, the course aims to channel the students' natural energy and enthusiasm into building a solid foundation for future physical education and lifelong fitness.

Course Description – Physical Education – Grade 12

Couse Code: PHE1202

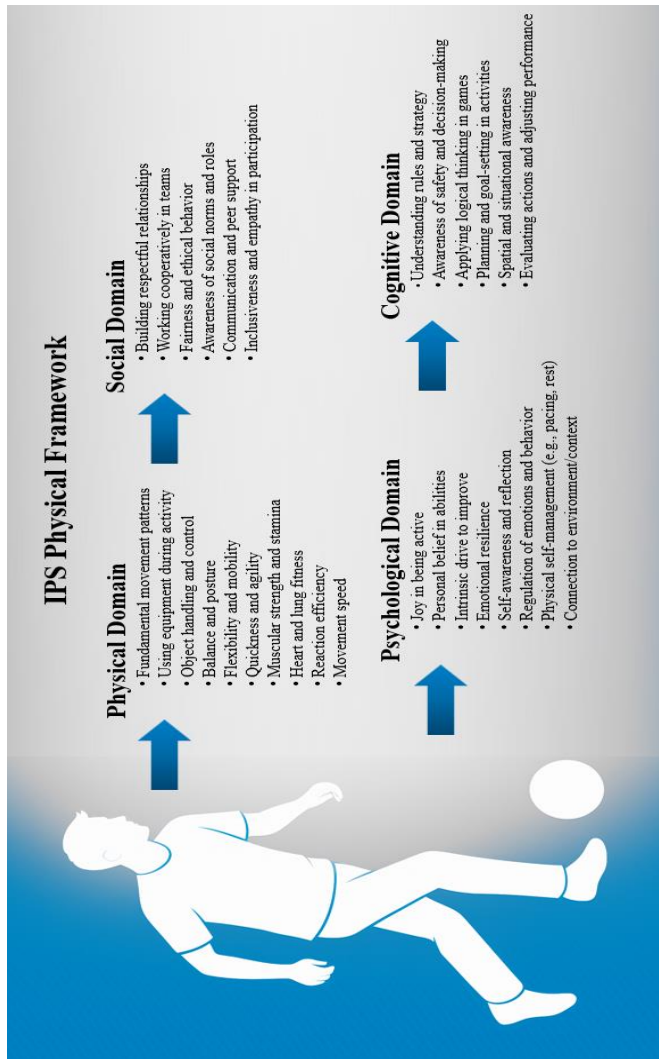
Prerequisite: PHE1102

Number of Periods: 2

In Grade 12, Physical Education students culminate their high school sports education by mastering complex movement patterns and applying advanced strategies in individual and team activities. The curriculum focuses on achieving excellence in physical performance through structured exercise regimes and personal fitness goals. Students are encouraged to engage independently in physical activities that promote lifelong health. They analyze and adjust their fitness plans according to scientifically based assessments and changing personal needs. They develop personalized practice/training plans based on their evaluations and adapt their strategies to enhance individual and team performance. Regular participation in various physical activity and challenging fitness routines help them surpass standard health-related fitness benchmarks. Through creative activities and structured learning, the course aims to channel the students' natural energy and enthusiasm into building a solid foundation for future physical education and lifelong fitness.

Appendix IV

IPS Physical Framework Poster



Disclaimer

This policy was developed by Arabian Education Development. 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

Created by: Academic Team

Date Created: 2024/2025

Last Date Reviewed: May 5, 2025