



AL BASMA BRITISH SCHOOL

Policy: PE and School Sports Policy

Approved/reviewed by	
Governors/Head of Centre	
Date of next review:	September 2024

This plan is reviewed annually to ensure compliance with current regulations

Objective

The objective of this policy is to promote both physical activity and physical literacy among students. Physical activity and physical literacy are both vital to foster students' health, well-being, confidence, competence, skills, and lifelong attitudes to active behaviours.

Schools play a crucial role in providing opportunities for students to explore, develop and practice both physical activity and physical literacy, particularly through Physical Education (PE) lessons and organised sports, which often serve as students' initial introduction to structured physical activities.

This policy outlines the practices and procedures that establish a culture of active engagement in physical activity at Al Basma British School.

Purpose

- Establish expectations for delivering Physical Education (PE) and school sports to all students.
- Establish expectations for maximizing the engagement of all students in physical activity during the school day
- Guarantee that PE and school sports programs accommodate the specific needs of all students, including those classified as Students of Determination and those identified as gifted and/or talented.
- Specify the qualifications required for teachers and coaches involved in delivering PE and school sports.
- Standardize essential elements in the PE curriculum, encompassing pedagogy and assessment.

Policy

1. Staying Active

- School shall provide opportunities for students to be active throughout the school day to reach the target of averaging at least 30 minutes per day within the school setting contributing to a daily goal of 60 minutes within the school and home settings.

Provision will include but not be limited to:

- Opportunities for students to take part in unstructured physical activity during break times with safe spaces for activity, provision of equipment, and opportunities for students to engage in informal play as well as semi-formal and formal physical activity.
- Initiatives to optimise the physical environment of classrooms and the whole school to reduce sitting time and encourage standing, walking, and moving during curriculum time.
- Changing classrooms where possible between lessons to allow students to stretch, raise their heart rates and engage their core muscles.
- Where changing classrooms between lessons is not possible, short, frequent activity breaks will be built in between lessons to allow students to stretch and, where possible, raise their heart rates and engage their core muscles.
- Opportunities for students in EYFS to have structured physical activity sessions or outdoor learning lessons with a mix of structured and unstructured physical activity daily.
- Lift access for students with medical passes only to necessitate as many students as possible using the stairs.
- A broad range of sports and physical activity opportunities in the PE curriculum for Y1 to 13 to enable students to explore their talents, natural aptitude and interests.
- A broad range of physical activity opportunities available to students of Y2 to Y13 as part of the weekly after school enrichment programme to enable them to explore their talents, natural aptitude and interests.
- The opportunity for all children from Y2 to Y13 to access the physical activities available as part of the after school enrichment programme from 3.15 to 4.15 for Y7 to Y13 students on a Tuesday and Y2 to Y6 students on a Wednesday.
- The opportunity for all children from Year 5 to 13 to have access to a broad range of competitive sports training opportunities and have the opportunity to represent the school as part of a team based on their aptitude.
- The opportunity for all students in Year 5 to 9 to influence the range of sports activities on offer during Golden Time and participate in the activity of their choice.

- The celebration of students' external achievements in any sport or physical activity in school to raise awareness and engagement in sports outside of school.
- Membership of ADISSA and BSME to increase the range of sports available at a competitive level as well as the number of opportunities and age brackets open for competitive sports.
- Registration in the ADEK Cup competitions to the greatest extent possible dependent on structure, fixtures and staffing
- Engagement with key stakeholders such as Abu Dhabi Sports Council to increase access to and awareness of broader sports programs and events within schools and the wider community.
- Engagement of a facility hire company to offer after school sports sessions straight after school on Thursday and Friday and out of school hours with special offers for Al Basma students to encourage their engagement.
- Additional support to increase the physical activity levels and engagement in PE and sports of individual students or particular groups of students identified as the least active or with a very high BMI as identified as part of the in school health screening, without risking the possibility of their stigmatisation.
- Engagement and education of parents of students or particular groups of students identified as the least active or with a very high BMI as identified as part of the in school health screening, providing additional support and access to opportunities to increase their child's physical activity levels and engagement

2. Inclusion

- School offers inclusive opportunities for high-quality Physical Education (PE) and school sports to all students.
 - All students in Y1 to 13 are required to engage in the timetabled 80 minute weekly PE lesson corresponding to their year level.
 - In instances where a medical condition, injury or physical condition prevents a student's active participation in a particular activity or task PE teachers ensure that alternative roles related to the subject are provided e.g. team leader, referee, timer, coach, peer assessor or score/record keeper.
 - PE teachers make reasonable adjustments to PE lesson content and resources, facilitating progress for all students towards the objectives outlined in their documented learning plans (DLP).
 - DLPs include specific recommendations supporting learning in PE where full access to active participation in all activities or tasks is limited due to an additional need.
 - All students regardless of gender, additional needs, gifts and/or talents are given equal opportunities to their peers to participate in PE lessons, school sports. This includes involvement and competing in both intra- and inter-school sports, as appropriate.

3. Gender Considerations

- The school will adhere to the gender specifications outlined in the ADEK Coeducation Policy.

4. Physical Literacy

- School will develop a comprehensive physical literacy framework based on the Sport Australia Physical Literacy Framework outlining physical, social, cognitive, and psychological outcomes related to movement for students of all ages and stages of development.
- The framework will include but is not limited to:
 - Enjoyment: "I like playing sports or being active."
 - Confidence: "I feel confident when exercising or playing sports."
 - Competence: "I find sports and exercise easy."
 - Knowledge: "I know why exercise and sports are good for me, how to get involved, and improve my skills."
 - Understanding: "I understand how to apply my skills and knowledge of sports to learn new types of exercise and sports and continue to be active throughout my life."
- School will use the physical literacy framework to assist PE teachers and coaches in planning the PE curriculum and school sports programs, ensuring alignment with physical literacy outcomes.
- PE teachers and coaches are expected to give focused attention to individual or groups of students, ensuring that planning within the framework is stage and age appropriate to support development.
- School will communicate with teachers, coaches, and parents to raise awareness of their role in supporting the development of student physical literacy through PE and school sports.

5. Competition

- When engaged in competitive sport all members of the school community will display the spirit of sports integrity and healthy competition based on values such as determination, resilience, diligence, honesty, passion, sportsmanship, respect, self-belief, independence, and teamwork.
 - Competitive sports will include but will not be limited to:
 - Opportunities for all students, regardless of talent, to participate in competitions through PE or school sports, including intra-school and inter-school events.
 - Inclusive competitions, accommodating all students by adapting formats to varying difficulty levels and providing additional formats and roles to increase access to sports participation.
 - Opportunities to participate in all competitions organised by ADEK or other government entities.

6. Gifted and/or Talented Students

- PE Teachers make reasonable adaptations to the PE experience for gifted and/or talented students to provide them with adequate challenges.
- The school engages in available competition structures to give all students, including gifted and/or talented students, the opportunity to compete and further develop their talents.
- The school will collaborate with local sports clubs or national sports federations to provide talent identification, coaching masterclasses, officials, and venues for competitions.
- Schools will recognise and support talent pathways for Students of Determination.

7. Teachers and Coaches

- The school will employ qualified PE teachers in line with the requirements of the ADEK Staff Eligibility Policy and the Safer Recruitment Alliance Guidelines.
- PE teachers will receive 75 hours of CPD per year in subject-specific training, improving pedagogy and skills, and addressing other applicable requirements per the ADEK Employment Policy.
- The school will appoint coaches at our discretion, including appointing existing staff with a talent or interest in a specific sport.
- Coaches, whether provided by a third party or employed directly by the school, will have ADEK-endorsed coach training or an internationally recognised coaching award or license as accepted by ADEK.
- Coaches employed directly by the school will receive 25 hours of CPD per year in subject-specific training, improving pedagogy and skills, and addressing other applicable requirements per the ADEK Employment Policy.
- All PE teachers and coaches employed by the school will be appointed in line with the requirements of the ADEK Employment Policy, the ADEK Student Protection Policy and the Safer Recruitment Alliance
- All third party coaches working at the school will be vetted and subject to the requisite approvals and checks in line with the requirements of the ADEK Employment Policy, the ADEK Student Protection Policy and the Safer Recruitment Alliance

8. Health and Safety

- School ensures that the school H&S Policy and Procedures align with or exceed the relevant guidelines in effect at any given time pertaining to the minimum standards in student health and safety, including specific practices in PE and school sports.
- All PE teachers, coaches, and volunteers sign the school's Student Protection Policy and undergo relevant training as per the ADEK Student Protection Policy.
- PE teachers and coaches maintain accurate health and safety records of all incidents during PE and school sports activities both on and off site and report to the school H&S

Officer.

- PE teachers and coaches will follow the requisite school procedures when dealing with an incident, involving specialist personnel such as first aiders when necessary.
- The Head of PE will complete a risk assessment for new activities with the support of the H&S Officer where necessary.
- All equipment is checked by the PE teachers and coaches for wear and tear or damage before use and is used in line with the equipment manufacturer's restrictions. Where necessary equipment is taken out of use pending maintenance or is discarded if beyond repair
- Lesson plan checks and physical observations ensure all equipment in use in lessons or coaching sessions is appropriate for students' age, size and ability.
- Regular checks of facilities are conducted by the H&S Officer to ensure safety, with a clear process for reporting and rectifying unsafe areas as per the school H&S Policy and Procedures which is aligned with the ADEK School Occupational, Health, Safety, and Environment Policy.
- PE teachers and coaches are aware of students' medical conditions where they could be impacted by engaging in PE lessons and school sports. Measures are taken during offsite or after-school events to ensure medication is available should it be needed.
- Modified activities and/or equipment are employed, where possible, to minimise the risk of injury to students with medical conditions which could be impacted by engaging in PE lessons or school sports so that the medical condition does not permanently prevent a student's involvement.
- Weather conditions are assessed before each PE lesson or sports activity to determine whether adjustments are needed for safety.
- PE teachers and coaches ensure that students hydrate regularly and have access to fluids and shade during PE lessons and sports activities on site.
- Sun protection measures, such as providing shade and informing parents about the need for hats, sunscreen and water bottles are implemented for off-site activities in case access to shade is limited.
- In extreme weather conditions students have the choice of wearing PE uniforms instead of regular uniforms.

9. PE Curriculum, Pedagogy and Assessment

- The PE curriculum is constantly reviewed and developed to ensure that it reflects best practice and identifies progressive outcomes across all PE domains at key developmental stages in line with the most up to date guidance available.
- PE Teachers explicitly teach, develop, and assess progress across a range of outcomes, including fundamental movement skills, activity-specific skills, knowledge and understanding, and values and behaviors.

- Lesson planning is progressive to build physical literacy systematically in alignment with the school's PE curriculum and Physical Literacy Framework.
- Appropriate assessments measure student performance in PE, with results used to guide progress and inform teaching strategies.
- Inclusive pedagogical approaches and language are implemented using terms like "moving", "traveling", "sending" and "receiving" instead of specific physical activity terms.
- Students from Year 1 to 13 have 80 minutes of taught, timetabled PE lessons per week. The majority of which is dedicated to physical activity, balanced with less active learning covering rules, theory, etc..
- Occasionally, PE time per week is reduced due to events such as theme days, examinations, Ramadan or adverse weather conditions.
- PE lessons for EYFS and Year 1 are shorter and more frequent to maximise progress and achievement.

10. School Sports Facilities

- School collaborates with local community partners to offer the safe and appropriate use of school facilities for free or rent to maximise community impact.
- When opening school facilities to external users, we restrict access to the rest of the school.
- We ensure that partners using or renting school sports facilities are aware of relevant ADEK policies and have signed the school's Student Protection Policy.

11. Monitoring and Evaluation

- School will develop and monitor specific KPIs to evaluate the effectiveness of the PE and School Sports Policy.
- School reports indicators, including students' average moderate-to-vigorous physical activity (MVPA) per day, average minutes of PE taught per week, and student participation in sports events and extracurricular activities to ADEK as and when required.
- School tracks participation in physical activity for all Students and compares the involvement of students with additional needs or in target groups with those of the entire school population.

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