



# NEW INDIAN MODEL SCHOOL, AL AIN

## PE AND SCHOOL SPORTS POLICY

**Issue Date: April 15, 2025**

This procedure is reviewed annually (or whenever change is mandatory) to ensure compliance with current regulations

	<b>Date</b>	<b>Name and Signature</b>
Last reviewed:	March, 2025	Principal
To be reviewed:	March, 2026	Principal

Staying physically active and literate contributes to enhancing student health, wellbeing, and their confidence, competence, skills, attitudes, and behaviors to remain active for life. New Indian Model School, Al Ain promotes physical activity and literacy through Physical Education (PE) and school sports is critical as they often provide students with their first exposure to organized sport. This policy lays out the basic requirements for the creation of a culture of engagement in physical activity in NIMS Al Ain.

### Purpose

- Establish minimum requirements for the provision of PE and school sports for all students.
- Promote the value of staying active for students throughout the day through structured and unstructured physical activity.
- Develop an internal policy and a physical literacy framework on which to base their PE and school sports program.
- Ensure that PE and school sports cater for the individual needs of all students, including students with additional learning needs and gifted and/or talented students.
- Identify eligibility requirements for teachers and coaches to deliver PE and school sports. Standardize minimum elements required in all schools' PE curriculum (including pedagogy and assessment).

### School-Based PE and School Sports Policy

NIMS Al Ain shall develop, implement, monitor, evaluate, and review a PE and School Sports Policy that includes the following elements:

- Sets out the school's vision, mission, strategy, and targets in promoting student physical health.
- Outlines how the policy will be implemented in schools through the PE curriculum and school sports programs.
- Sets out the school's strategy to meet the target of having each student engage in a daily average of at least 30 minutes of moderate- to vigorous- intensity physical activity (MVPA) through PE and school sports.

- Promotes awareness of the importance of physical activity and health to all stakeholders in the school community (staff, students, parents, etc.) and outlines their roles in achieving the policy's targets.

## **Staying Active**

Holistic Activity Goal: 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). This should include:

- Opportunities for students to be active during breaks and recesses, 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 involving optimizing the physical environment of classrooms and the whole school to reduce sitting time and encourage standing, walking, and moving during curriculum time.
- Short, frequent activity breaks during classes to allow students to stretch and, where possible, raise their heart rates and engage their core muscles.
- Engagement with key stakeholders to increase awareness of broader sports programs within schools.
- Attention to individual students or particular groups of students identified as the least active, without risking the possibility of their stigmatization, by providing additional support to increase their physical activity levels and engage more widely in PE and sports.

## **Inclusion**

Inclusive Participation: Provide opportunities for participation in high-quality PE and school sports for all students.

- All students shall participate in the designated PE class for their grade level.
- Where a specific activity or task limits a student's active participation, ensure that students are offered subject-specific alternative roles (e.g., team leader, referee, or score/record keeper).
- Ensure that PE teachers make reasonable adjustments to PE lesson content and resources to enable all students to make progress toward the objectives in their documented learning plans (DLP), which should include specific recommendations to support learning in PE.
- Girls/young women, students with additional learning needs, and gifted and/or talented students shall have the same opportunities as their peers to take part in PE and school sports, including participating and competing in intra- and interschool sports, where appropriate.

## **Gender Considerations**

NIMS Al Ain shall follow the gender requirements outlined in the ADEK Co-education Policy.

## **Physical Literacy Framework:**

Develop a physical literacy framework that describes physical, social, cognitive, and psychological outcomes as relates to movement for students (of all ages and stages of development) as outlined below:

1. Enjoyment: “I like playing sports or being active”
2. Confidence: “I feel confident when exercising or playing sports”
3. Competence: “I find sports and exercise easy”
4. Knowledge: “I know why exercise and sports are good for me, how to get involved, and improve my skills”
5. 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”

NIMS Al Ain shall use their physical literacy framework to support PE teachers and coaches in planning their PE curriculum and school sports programs, respectively, to address physical literacy outcomes.

PE teachers and coaches will give attention to individual or groups of students as necessary, ensuring that planning within the framework is stage- and age- appropriate to support development.

Communicate with teachers, coaches, and parents to create awareness of their role in supporting the development of student physical literacy through PE and school sports.

## **Competition & Competitive Opportunities**

Sports Integrity, Healthy Competition, and Values: The internal policy shall articulate its approach to fostering the development of the spirit of sports integrity and healthy competition, based on the values of determination, resilience, diligence, honesty, passion, sportsmanship, respect, self-belief, independence, and teamwork, amongst others.

Provide opportunities for all students to participate in competitions through PE or school sports via:

- a. Intra-school competitions, which should introduce all students to the benefits and enjoyment of participating in and competing in sports.
- b. Inter-school competitions, which should provide opportunities for all students to take part in well-matched competitions against other schools.

These competitions shall be for everyone, not just the most talented, and should be designed to be as inclusive as possible for all students by:

- a. Adapting competitions to make them easier or more challenging.
- b. Including competitions that provide additional formats to increase access to participation in a sport.

3. Offer students the opportunity to participate in all competitions organized by ADEK or other government entities.

## **Identification, Development, and Support of Gifted and/or Talented Students**

1. Make reasonable adaptations to the PE experience of gifted and/or talented students to provide them with sufficient challenges.
2. Engage with available competition structures to give all students, including gifted and/or talented students, the opportunity to compete with their peers and develop their talents further.
3. Engage with local sports clubs or national sports federations to provide, where possible, talent identification, coaching masterclasses, officials, and venues for competitions.
4. Recognize that talent pathways exist for students with additional learning needs and provide support, where possible, to ensure that they are able to access these pathways.

## **Teachers and Coaches**

### **PE Teacher**

1. Eligibility: Hire qualified PE teachers that meet the eligibility requirements for Subject Teacher as per the ADEK Staff Eligibility Policy.
2. Continuous Professional Development (CPD): Ensure that PE teachers receive 75 hours of CPD per year in subject-specific training, improving pedagogy and skills, and cover any other requirements as applicable to teachers as per the ADEK Employment Policy.

### **Coach**

1. Eligibility: Hire coaches as per their discretion, including appointing any currently employed staff (e.g., existing administrators, teachers from other subject areas, and/or others who may be talented or interested in a specific sport or group of sports).
  - a. Coaches shall complete ADEK-endorsed coach training or have an internationally recognized coaching award or license as announced by ADEK.
  - b. Coaches provided by independent vendors shall have an internationally recognized coaching award.
  - c. Coaches who do not meet the requirements of a Subject Teacher may assist the PE teacher in delivering PE, but they are not authorized to teach the subject on their own unless teaching a highly specialized module within PE or a highly specialized subject (e.g., dance, yoga) as an "Instructor" as per the ADEK Staff Eligibility Policy.
2. CPD: Ensure that coaches employed directly by the school receive 25 hours of CPD in subject-specific training, improving pedagogy and skills, and cover any other requirements as applicable to staff as per the ADEK Employment Policy.

**Employment:** Employ PE teachers and coaches as per the requirements of both the ADEK Employment Policy and the ADEK

# **Student Protection Policy**

## **Health and Safety**

Health and Safety in PE and School Sports: Adopt guidelines on minimum standards in student health and safety, including specific practice in PE and school sports, and ensure all staff have regular mandatory training.

1. PE teachers, coaches, and volunteers shall have signed the school's Student Protection Policy and have received relevant training as per the ADEK Student Protection Policy.
2. PE teachers and coaches shall maintain accurate health and safety records of all incidents and actions that take place during PE and school sports.
3. Have a clear process for dealing with incidents, including when and how to involve specialist personnel such as first aider.
4. Conduct risk assessments on any new activities sought, and all equipment (both fixed and portable) should be regularly checked, maintained, and be suited to the size and ability of the student (e.g., schools should follow equipment manufacturer restrictions on height, weight, age, etc.).
5. Regularly check their facilities to ensure they are free from hazards and safe for use with a clear process for reporting and rectifying unsafe areas as per the ADEK Health and Safety Policy.
6. Ensure PE teachers and coaches are aware of students' medical conditions that could be potentially impacted by engaging in PE and school sports, particularly if students are participating in events that are offsite or outside of regular school hours, where access to the school nurse is limited.
7. Medical conditions should not permanently prevent a student's involvement in PE and school sports. Schools should adjust the content of activities or modify equipment used, where possible, to minimize the risk of injury.
8. Assess weather conditions (heat, humidity, wind, air quality) before each activity to determine whether the activity should go ahead and what adjustments need to be made.
9. Ensure that students are regularly hydrating and have access to fluids before, during, and after activities.
10. Adopt measures for sun protection such as ensuring adequate opportunities for shade and adopting relevant school-based policies (e.g., requirements/ suggestions for hats, sunscreen, etc.).
11. Show flexibility in hot/humid weather by allowing students the choice of wearing PE uniforms instead of regular uniforms (that may be thicker, longer, and/or more layered).

## **PE: Curriculum, Pedagogy, and Assessment**

PE Curriculum: Develop, implement, and review a written curriculum that identifies a progressive set of desired outcomes across all domains of PE at key points in student development.

1. Explicitly teach, develop, and assess progress and attainment across the full range of outcomes identified in their curriculum (physical, social, cognitive, and psychological), including promoting the development of:

- a. Skills: Fundamental movement skills, activity-specific skills, and transferable/life skills.
  - b. Knowledge and Understanding: Activity-specific knowledge and understanding, as well as of the benefits and components of a healthy and active lifestyle (e.g., wellbeing, nutrition, sleep, mental health).
  - c. Values and Behaviors: Determination, resilience, diligence, honesty, passion, sportsmanship, respect, self-belief, independence, teamwork, etc.
2. Ensure progressive lesson planning for students to build physical literacy in a systematic way, in alignment with the school's PE curriculum.
  3. Develop appropriate assessments to measure student performance in PE. Schools shall utilize the results to show students the steps they need to make progress and help teachers plan for these steps.
  4. Use inclusive pedagogical approaches and language (using terms such as "moving," "traveling," "sending," and "receiving" rather than "running," "jumping," "catching" and "throwing" respectively).

### **Minimum PE Time Per Week:**

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).

- The majority of PE shall be dedicated to engaging in actual physical activity (practice), balanced by less physically active learning (engaging in "downtime", learning about rules, theory, etc.).
- Authorized to occasionally reduce the minimum PE time per week for events such as examination periods and prevailing weather conditions.
- PE classes for students in FS and Cycle 1 shall be shorter and more frequent to maximize their progress and achievement (less critical for older students).

### **School Sports Facilities**

- NIMS Al Ain is authorized to work with partners in their local communities to offer the safe and appropriate use of school facilities for free use or rent (to maximize their usage and impact in actively promoting physical activity in the larger community).
- When opening school facilities and all auxiliary spaces (e.g., changing rooms) to external users, schools shall ensure that access to the rest of the school is restricted.
- Ensure that partners are aware of relevant ADEK policies and that they have all signed the school's Student Protection Policy.

### **Monitoring and Evaluation**

NIMS Al Ain shall develop and monitor internal indicators to evaluate the effectiveness of their PE and School Sports Policy.

The school shall also report the following indicators to ADEK as well as any other data as required:

1. Develop a method for monitoring students' average MVPA/day as an indicator and report the actual indicator calculated, the method used, and its effectiveness in measuring MVPA.

2. Monitor their provision of PE and report the average number of minutes taught per week across the school year to all students in each year group.
3. Track student participation in all sports events, extracurricular activities, competitions, etc., by keeping a roster of students for each.
4. Track participation by students with additional learning needs and compare their participation levels with those of the whole school population.

