



# NEW INDIAN MODEL SCHOOL, AL AIN

## NIMS PHYSICAL LITERACY FRAMEWORK

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

	Date	Name and Signature
Last reviewed:	April, 2024	Principal
To be reviewed:	June, 2025	Principal

### VISION AND PURPOSE

To foster a generation of students who are physically literate—motivated, confident, competent, and informed—empowered to lead healthy, active, and purposeful lives in alignment with Islamic values and ADEK policy directives.

New Indian Model 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. The 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.

### Physical Literacy Outcomes

OUTCOME	DEFINITION	HOW TO IMPLEMENT AT NIMS
Enjoyment	Students enjoy and look forward and fun to participate in physical activity	Through varied, inclusive, PE activities promoting team spirit
Confidence	Students believe in their abilities and feel comfortable being active.	Provide skill building in a safe and supportive environment
Competence	Students develop fundamental movement and sports specific skills.	Age-appropriate curriculum with progressive motor and sports skills
Knowledge	students understand the value of physical activity and how to stay healthy.	Integrated lessons on health fitness and Islamic perspectives on wellness.
Understanding	Students apply their knowledge to adopt and sustain an active lifestyle.	Goal setting, fitness planning, and leadership opportunities in PE.

## IMPLEMENTATION STRATEGY AT NEW INDIAN MODEL SCHOOL

### 1. School-Based PE & Sports Policy

- Develop a school-level PE policy stating vision, objectives, and implementation strategy in line with ADEK.
- Integrate Islamic values (discipline, perseverance, modesty) into PE and sports programs.

### 2. Curriculum Integration

- Embed physical literacy into weekly PE lessons and sports activities using age-appropriate content.
- Use project-based physical literacy journals to document knowledge and skill development.

### 3. Inclusive & Gender-Sensitive Practice

- Ensure equal access for boys and girls (aligned with ADEK coeducation and gender policy).
- Provide adaptive roles and alternative tasks for students with additional learning needs (e.g., refereeing, scoring).

### 4. Teacher & Coach Development

- Ensure PE staff meet ADEK eligibility and complete 75 hours of CPD annually.

### 5. Monitoring Physical Literacy Outcomes

Use rubrics aligned with ADEK to assess:

STAGE	ASSESSMENT TOOL	FREQUENCY
KG	Observation Checklist (Motor Play, Social Skills)	Once per term
Primary	Self-reflection + Peer feedback forms	Twice per term
Middle	Activity journals + skill demos	Term-end assessments
Secondary	Fitness logs, Skill mastery rubrics	Mid Term+ Final Term

### 6. Daily MVPA Opportunities

- Integrate short 5-minute fitness breaks across subjects.
- Offer 2 PE periods weekly, aiming for a minimum of 120 minutes/week.
- Encourage active recess with equipment and play zones.

### 7. Family & Community Engagement

- Share physical literacy tips in school circulars and assemblies.
- Partner with local clubs for student talent development.

### 8. Competitions & Clubs

- Conduct intra-school competitions promoting fair play and teamwork.
- Encourage both recreational and competitive levels of participation.

## EARLY YEARS & PRIMARY PHASE 1 AND PHASE 2 (KG1 – GRADE 5)

- Focus: Fundamental movement skills, exploration, and play-based learning.
- Activities: Games, simple team play, motor skills development.
- Assessment: Observation of participation, motor development checklists, student reflection.

## PHASE 3 (GRADES 6 – 8)

- Focus: Skill acquisition, teamwork, building self-confidence.
- Activities: Sport-specific skills, fitness circuits, strategy games.
- Assessment: Peer assessments, skills demonstrations, fitness logs.

## PHASE 4 (GRADES 9 – 12)

- Focus: Application, leadership, and lifelong physical activity habits.
- Activities: Competitive and recreational sports, fitness planning, community involvement.
- Assessment: Student-designed fitness plans, presentations, performance data.

## ROLES AND RESPONSIBILITIES

ROLES	RESPONSIBILITY
School Leaders	Ensure resources, time, and scheduling to support PE and wellness.
PE Teachers	Deliver curriculum, assess student progress, and promote inclusive participation.
Class Teachers	Integrate movement in classroom learning and promote activity.
Parents	Encourage active routines at home and support school initiatives.
Students	Actively participate, set personal fitness goals, and encourage peers.

## MONITORING & EVALUATION

- Track progress using rubrics aligned to the five ADEK outcomes.
- Collect data from student reflections, participation rates, and physical fitness records.

