



California American School Physical Education & School Sports Policy

Review No.	Description of Change	Review by	Date of Issue
1	Adoption of Policy	CAS Administration	January 2023
2	Revision of Policy due to P.E & School Sports Policy ADEK	CAS Administration	April 2023
3	Review and Update	CAS Administration	August 2024



Policy

Every student deserves the opportunity and encouragement to achieve their physical potential in a stimulating, informative and safe environment.

Our aims are to:

- Encourage a healthy and active lifestyle throughout the school.
- Nurture sportsmanship in all aspects of competition.
- Widen each student's sporting experience and enjoyment.
- Create a passion for active recreation and sport.
- Assist students in reaching their physical potential in a variety of sporting environments.
- Create a warm, stimulating, and imaginative environment through which all children, regardless of gender, social or ethnic grouping, can achieve their full potential and enjoy their learning.
- Provide a caring, secure, and challenging learning environment in which all the children are valued and able to achieve their full potential.
- Provide students with equality of opportunity, encouraging high self-esteem, tolerance, and respect for others.
- Encourage in the children a sense of responsibility towards themselves and their surroundings, and an understanding of the need for courtesy and consideration to others.
- The school believes that Physical Education is a vital part of the education of all children. The child's use and understanding of Physical Education needs to be developed by effective teaching and by a considered sequence of experiences.

The PE Teacher work closely in designing, planning and delivering sport at California American School which enhances our students' experience in sport. The pathway for each and every child in sport is an enjoyable and challenging journey. Our sports facilities include an outside basketball court and soccer field. These facilities enable our students to develop skills in all areas and adopt a healthy lifestyle.

The importance of Physical Education

PE teachers take part in a range of physical activities that become a central part of their lives, both in and out of school. A high-quality PE curriculum enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, they analyze the situation and make decisions. They also reflect on their own and others' performances and find ways to improve upon them.

PE helps students develop personally and socially. It instills passion, respect, integrity, resilience, teamwork, commitment, and sportsmanship. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, leading their own learning and coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

Staying Active

The school will provide opportunities for students to be active throughout the school day to reach the target of averaging at least 30 minutes per day of Moderate to Vigorous Physical Activity (MVPA) within the school setting, contributing to a daily goal of 60 minutes when combining school and home activities. This should include:

- Opportunities during breaks for informal play and active engagement in safe spaces, with available equipment.
- Initiatives to reduce sitting time and encourage standing, walking, and moving during lessons.
- Changing classrooms between lessons to allow stretching and movement.
- frequent breaks between lessons to facilitate stretching and elevating heart rates.
- Daily structured physical activity sessions or outdoor learning that combines both structured and unstructured play.
- Promoting stair use over lifts, with lift access reserved for students with medical passes.
- A broad range of sports and physical activities for students in all grades to explore their interests and talents.
- A variety of physical activity opportunities in the weekly after-school program for students.
- Access to training opportunities for competitive sports for all students, allowing them to represent the school.
- The celebration of students' external achievements in any sport or physical activity in school to raise awareness and engagement in sports outside of school.
- 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.

Physical Literacy

1. Physical Literacy Framework: School will develop a physical literacy framework which describes physical, social, cognitive, and psychological outcomes relates to movement for students (of all ages and stages of development) as outlined below:
 - a. Enjoyment: "I like playing sports or being active"
 - b. Confidence: "I feel confident when exercising or playing sports"
 - c. Competence: "I find sports and exercise easy"
 - d. Knowledge: "I know why exercise and sports are good for me, how to get involved, and improve my skills"
 - e. 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"

1. The school will use their physical literacy framework to support PE teachers and coaches to plan their PE curriculum and school sports programs, respectively, to address physical literacy outcomes.
2. PE teachers and coaches will give attention to individuals or groups of students as necessary, ensuring that planning within the framework is stage- and age- appropriate to support development.
3. School will 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.

The school provides an average of at least 60 minutes of teaching, and a timetabled PE per week across the school year for all students (with an aim to provide 120 minutes of PE per week, whenever possible).

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

P.E Curriculum

At CAS the physical education curriculum objectives are:

- **Knowledge, skills and understanding**

Teaching should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health.

- **Acquiring and developing skills**

Children should be taught to:

1. Explore basic skills, actions and ideas with increasing understanding
2. Remember and repeat simple skills and actions with increasing control and coordination.

- **Selecting and applying skills, tactics and compositional ideas**

Children should be taught to:

1. Explore how to choose and apply skills and actions in sequence and in combination
2. Vary the way they perform skills by using simple tactics and movement phrases
3. Apply rules and conventions for different activities.

- **Evaluating and improving performance**

Children should be taught to:

1. Describe what they have done
2. Observe, describe and copy what others have done
3. Use what they have learnt to improve the quality and control of their work.

- **Knowledge and understanding of fitness and health**

Children should be taught to:

1. How important it is to be active
2. To recognize and describe how their bodies feel during different activities.

PE Assessment

1. 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.
2. 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.
3. Lesson planning is progressive to build physical literacy systematically in alignment with the school's PE curriculum and Physical Literacy Framework.
4. Appropriate assessments measure student performance in PE, with results used to guide progress and inform teaching strategies.
5. Inclusive pedagogical approaches and language are implemented using terms like "moving", "traveling", "sending" and "receiving" instead of specific physical activity terms.
6. Students have 60 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.
7. Ensure that the students were active throughout the school day to reach the target of averaging at least 30 minutes per day of MVPA within the school setting.
8. Occasionally, PE time per week is reduced due to events such as theme days, examinations, Ramadan or adverse weather conditions.

Breaks

We are committed to fostering a vibrant and active environment for our students, even beyond the P.E. lessons. We firmly believe that breaks and recesses offer valuable moments for students to engage in physical activity, contributing to their overall wellbeing and development.

During breaks and recesses, we encourage students to embrace the freedom of informal play, where they can engage in spontaneous and unstructured activities that promote movement, social interaction, and creativity. This could include activities such as tag, skipping, or simply running around with friends. Furthermore, we also provide semi-formal and formal physical activities that are organized to enhance the students' active experiences.

These activities may involve organized games, team sports, or other structured exercises that not only contribute to physical health but also foster teamwork, cooperation, and the development of motor skills.

Celebrating Sports Day

Our annual Sports Day is a much-anticipated event that underscores the spirit of camaraderie, healthy competition, and active living. On this day, students showcase their athletic prowess, sportsmanship, and dedication. Sports Day serves as a platform for fostering a sense of belonging and unity within our school community.

Extra-curricular provision

The school provides a range of PE-related activities for children at the end of the school day. We do a whole school survey to discover what interests our students have so that we provide activities and clubs that motivate our students. These encourage children to further develop their skills in a range of activities and lead an active lifestyle. The school sends details of the current club activities to parents at the beginning of each term. The school also participates in local community and local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons/extended school clubs. These opportunities foster a sense of team spirit and cooperation amongst our pupils

We offer a wide range of extracurricular P.E. activities:

- Football
- Multi-skills sports club
- Basketball
- Baseball
- Yoga
- Netball

Competitive Opportunities

The school will provide opportunities for all students to participate in competitions through PE or school sports via:

1. Intra-school competitions, which should introduce all students to the benefits and enjoyment of participating in and competing in sports.
2. Inter-school competitions, which should provide opportunities for all students to take part in well-matched competitions against other schools.
3. These competitions should be for everyone, not just the most talented, and should be designed to be as inclusive as possible for all students by:

4. Adapting competitions to make them easier or more challenging.
5. Including competitions which provide additional formats to increase access to participation in a sport.
6. The school will offer students the opportunity to participate in all competitions organized by ADEK or other government entities.

Equality of Opportunity

- Physical activity needs to serve the interests of all students, taking into consideration differences of gender, cultural norms, physical and cognitive abilities, fitness levels, SEN, Gifted and Talented thereby encouraging participation.
- Physical activity should cater to the diverse interests of all students, acknowledging variations in gender, cultural norms, physical and cognitive capabilities, fitness levels, Special Educational Needs (SEN), and Gifted and Talented attributes, thereby encouraging inclusive participation.
- If a certain activity makes it hard for a student to join in, the P.E. teacher should offer them a different role related to that activity, like being a team leader, referee, or keeping score.
- The P.E Teacher created a Development Learning Plan (DLP) for PE, modifying lessons and resources to ensure goal achievement. The DLP will provide targeted guidance to enhance PE learning.
- The P.E Teacher make appropriate modifications to the Physical Education curriculum to effectively challenge and engage Gifted and Talented Students. Physical Education teachers are expected to create advanced learning opportunities that align with their exceptional abilities.
- All students, including those classified as Gifted and Talented, will have equal opportunities to engage in available competitions, fostering the growth of their talents and advancing their skill development.

Health and Safety

To ensure health and safety in Physical Education and School Sports:

- Ensure PE teachers, coaches and lifeguards have signed the school's Student Protection Policy and received relevant training.
- Maintain accurate health and safety records of all incidents during PE and school sports activities.
- Establish a clear process for dealing with incidents, involving specialist personnel like first aiders when necessary.

- Conduct risk assessments for new activities and regularly check and maintain equipment suitable for students' size and ability.
- Regularly inspect facilities to ensure they are hazard-free and follow procedures for reporting and rectifying unsafe areas.
- Ensure PE teachers and coaches are aware of students' medical conditions that may be affected during PE and school sports events.
- Adjust activities or equipment to accommodate students with medical conditions, allowing their participation in PE and school sports.
- Assess weather conditions before each activity and make necessary adjustments based on heat, humidity, wind, and air quality.
- Adopt sun protection measures, such as providing shade and promoting the use of hats and sunscreen.
- Be flexible during hot and humid weather, allowing students to wear PE uniforms instead of thicker and longer regular uniforms.

CPD Opportunities

The FLIS-Rabdan will ensure that PE teachers receive 75 hours of CPD per year in subject-specific training, improving pedagogy and skills, and covering any other requirements as applicable to teachers as per the ADEK Employment Policy.

Gender Considerations

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

Awareness Campaigns


The school will conduct an awareness campaign for the entire school community, which includes staff, teachers, students, and parents, to enhance comprehension of the importance of physical activity and health. This campaign will also outline the specific roles and responsibilities of parents and students in accomplishing the goals set forth in the physical education policy.

Monitor and Evaluate

The school will consistently oversee and appraise the efficiency of the Physical Education curriculum and methodologies. This includes measuring students' daily average of MVPA (Moderate to Vigorous Physical Activity) and calculating the mean minutes of PE instruction provided to all students in each

year group over the school year. Additionally, the school will document student involvement in sports events, extracurricular activities, competitions, etc., by creating a roster for each event. Moreover, the school will monitor and draw comparisons between the participation rates of Students of Determination and the wider school population.

Review and Signatures

Name	Position	Signature
Ms. Naamah Hamad Eleryani	Board of Governors - Chairman	
Dr. Mahmoud Elmitwalli	School Principal	