



BELVEDERE INTERNATIONAL SCHOOL

PHYSICAL EDUCATION AND SPORTS POLICY

2024-2025

Review Date:	February 2024
Next Review Date:	February 2025

Acting Principal	Ms. Antonette Naidoo		
Signature		Date:	22-Feb-2024
BIS Board of Governors	Dr. Salem Aldarmaki		
Signature		Date:	27-Feb-2024

NOTE: BIS sections within this policy contain English UK spellings however, sections taken directly from the source ADEK policy will contain English US spellings.

School Based PE and School Sports Policy

At Belvedere International School (BIS), we believe that being active contributes to student's health and wellbeing. Whether it is working at an individual / personal level, or being part of a BIS sporting team, participating in internal or external competitions. All students are given opportunities to develop their physical skills as well as their confidence and sporting behaviours. Every student has the right to appropriate support and opportunities to enable them to be active and successful within physical education and school sports.

We aim to:

- Promote Physical Education (PE) and school sports
- Establish guidelines and expectations for the Physical Education (PE) program and for school sports
- Promote and develop skills to work collaboratively as a team during physical activities
- Create a positive and inclusive environment for physical activities for all students
- Provide structured strategies for development of physical activities
- Ensure that PE and school sports meets the needs of all students including those with additional learning needs
- Develop confidence and competence in a range of physical activities
- Ensure that students are provided with at least 30 minutes' moderate to vigorous intensity physical activity (MVPA) through a combination of PE and Sports activities provided during lessons and during break times
- Ensure that all members of the school community are made aware of, and appreciate, the importance of physical activity to a healthy lifestyle and overall fitness
- Identify students who are gifted and / or talented in PE and / or sports and support them in developing their skills further
- Ensure that all staff engaged in teaching PE and school sports are suitably qualified in specific skill development, teaching and assessment

Definitions

The following definitions are taken from the ADEK PE and School Sports Policy (2024)

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 organising, 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 personalised 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), Behaviour Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioural, 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 includes 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.

Staying Active

At BIS we are ensuring that we provide MVPA for at least 30 minutes a day per student through PE, sports activities and structured break time challenges. We further encourage engagement out of school by providing fitness videos and activities which can be undertaken individually or as a family within the home.

Break time MVPA are scheduled on a monthly basis and the PE staff help all duty staff to understand what is needed to support students in engaging with the range of activities suggested. During lessons teachers are encouraged to give the students short 'brain breaks' in which they are encouraged to stretch, move around and practice breathing activities.

BIS staff are particularly aware and supportive of students who find PE and sports challenging or who

need additional support.

Inclusion

PE and sporting activities at BIS will be inclusive, taking into account the diverse abilities and needs of all students. It is expected that all students will take an active part in PE classes provided for their year group.

If a student has limited active participation (due to medical conditions), their engagement will be maintained through providing them with subject specific alternative roles such as referee, scorekeeper, etc.

Modifications and adaptations will be made by the PE staff to accommodate all students with additional learning needs in line with individual documented learning plans (IDPs) which should include details on how to address specific needs, through strategies and modifications, to ensure meeting of PE targets.

All students regardless of additional needs, or gender should have the same opportunities to participate in PE and in school sports, both intra and inter, where appropriate.

Students who the school has identified as gifted and / or talented in PE will have an Advanced Learning Plan (ALP) in place, which identifies how BIS will support their specific skill development further and will encourage their participation in intra and inter school sports as appropriate.

Gender Considerations

BIS follows the gender requirements outlined in the *ADEK Co-education Policy 2024*.

Physical Literacy

BIS is currently compiling an English /Arabic physical literacy framework to be shared with students and parents. The framework will address the need for positive attitudes as well as transferable skill development.

Once completed this will be cross matched with the PE curriculum and MVPA programs to ensure that the key aspects of enjoyment, confidence, competence, knowledge and understanding are addressed.

The BIS Physical Literacy framework will be developmental, age appropriate and will have flexibility to address the needs of students with additional learning needs.

Sporting Competitions

The BIS PE department actively encourages the development of character traits which demonstrate a good sporting attitude: for example, determination, resilience, honesty, respect, self-belief, independence and teamwork.

All students will be provided with opportunities to participate in intra and inter sporting activities to not only enhance their enjoyment of participation in sport but to also provide opportunities for healthy competitiveness to be displayed. Where students with additional learning needs need adaptations to be able to participate or when students who are gifted and / or talented need additional challenges this will be provided for them.

The school will ensure that all students will be supported and encouraged to participate in sporting activities organised by ADEK or other government entities.

BIS PE staff make every effort to identify and further develop gifted and / or talented sporting students through providing them, in the first instance, with additional challenges within their given field. Where suitable inter school competitions are available these students will be encouraged and supported to participate to further develop their talents and skills.

To support students further the PE department will also enter into partnerships with local sports clubs and national sports federations to provide opportunities for talent identification, coaching master classes and further access to higher level competitions.

At all times the PE staff will ensure that students with additional needs who demonstrate gifted and / or talented sporting skills are supported in finding pathways to participate at the appropriate local and national levels.

Teachers and Coaches

PE teachers at BIS all meet the eligibility requirements as per the *ADEK Staff Eligibility Policy 2024* and the *ADEK Student Protection Policy 2024*.

BIS PE teachers are required to engage in at least 75 hours of subject specific professional development and training per year as per the *ADEK Employment Policy 2024*. These will include, but are not limited to, First Aid training, health and safety and swimming specific training.

Any specific coaches employed by the school will have completed the required subject specific coaching training, be holders of internationally recognised coaching qualifications and will meet the requirements of the *ADEK Staff Eligibility Policy 2024* and the *ADEK Student Protection Policy 2024*.

Any coaches employed at BIS will be required to undertake a minimum of 25 hours' professional

development and training per year linked to their particular coaching area as per the *ADEK Employment Policy 2024*.

Health and Safety

BIS ensures that all PE staff, as part of their professional development and training, receive up to date health and safety training related to PE and water safety. All staff are also required to attend face to face Student Protection Training and are required to have signed the school's Student Protection Policy as per the requirements set out in *ADEK's Student Protection Policy 2004*.

The PE department has a reporting procedure in place for maintaining any health and safety incident records. The School Nurse is called up on when specialist support is needed and the nurse informs parents as appropriate.

The PE staff, along with the Facilities Manager, are responsible for carrying out risk assessments on facilities and equipment. The PE staff have sole responsibility for activity focussed risk assessments. Prior to a PE or swimming lesson all equipment is checked thoroughly and if needed a new risk assessment is completed. At all times the age, height and weight of students is considered when completing equipment related risk assessments.

Any hazards or issues are reported immediately to the Facilities Manager and the Principal via the school's reporting form to enable issues to be rectified in line with the *ADEK Health and Safety Policy 2024*.

The PE staff need to ensure that they are aware of any students who have any medical conditions which may impact their participation in PE and / or any sports activity / ECA whether on or off site. The school nurse needs to ensure that PE staff are always updated on any information regarding new diagnosis for any student. If necessary, the PE department must draw up an accommodation plan to ensure that the identified student is able to safely participate in activities.

Students should not be excluded from PE or sporting activities, due to any medical condition unless on the specific advice of a physician. However, content of activities or equipment used may need to be modified to provide appropriate access.

Students should have access to water at all times and should be taking with them water bottles so that they can rehydrate before, during and after sessions.

PE staff need to assess whether situations such as: adverse weather conditions, failure of air conditioning or poor air circulation will impact on lessons proceeding safely. In these cases, staff need to take appropriate action. If lessons take place outside students should be encouraged to apply sunscreen, wear hats / caps and whenever possible use shaded areas.

Students are required to wear appropriate PE attire, including athletic shoes to ensure safety and comfort while taking part in activities.

Students failing to wear appropriate, safe PE attire may be excluded from participating in the class (see behaviour policy for sanctions).

Students can wear house-coloured t-shirts when participating in PE lessons, sports days or any other house competition activities.

PE: Curriculum, Pedagogy, and Assessment

The BIS PE curriculum aims to develop student's confidence in their own physical abilities by encouraging them to gain an appreciation for physical activity, health, and well-being.

BIS has a written PE scheme of work which is based on the National Curriculum for England requirements. Within the scheme of work, the PE team covers a wide range of skill development and physical activities including swimming, athletics, dance, gymnastics and invasion games. (Swimming is offered for students in Key Stage 2 and Key Stage 3)

The PE curriculum has been created to build on student's prior learning and allows teachers to set targets for physical development and well-being. Through the development of key core skills students, along with game related tactics and strategy, students are prepared to become healthy, active young adults.

All KS2 and above students receive at least 90 minutes (two lessons) of taught, timetables PE sessions per week. In KS1 this is slightly lower and in FS this is broken into smaller segments to maximise progress and achievement.

Each lesson provides a range of activities to develop, challenge and enrich student's sporting abilities and motivation. Lessons progress from a starting warm up activity, to a main session where new skills are taught through to a cool-down period.

During each lesson students are taught, and assessed on specific skill development, knowledge and understanding of the purpose and benefits of the activities e.g. wellbeing, healthy lifestyle; and sporting behaviours e.g. teamwork, confidence etc.

Through the introduction of a competitive element to team games, students can put into practice the skills that they have developed in their lessons whilst having an opportunity to demonstrate team spirit and cooperation.

At the end of all PE units of learning an assessment is made of the progress that has been achieved within the key skills being addressed. Students are helped to self and peer assess performance through the use of rubrics. Digital technology is used for example to video throwing techniques which can be critically reviewed to identify how to improve performance.

Alongside the PE curriculum, BIS provides students with the opportunity to participate in numerous after school ECA sports activities for example; football, volleyball, netball, fitness and basketball. A selection of these are offered at different times throughout the school year.

School Sports Facilities

To further enhance sporting activities being offered within the community BIS will identify partner groups who would benefit from use of the school sports facilities. In doing so the school will ensure that access to the rest of the school is restricted and that all partners are aware of the relevant ADEK policies and have signed to signify understanding of the ADEK Student Protection Policy.

Monitoring and Evaluation

As part of BIS' commitment to improving the fitness and wellbeing of students, the impact and effectiveness of the PE and School Sports Policy will be evaluated by the PE department and senior leadership team. The range of reporting data will need to include:

- The students average MVPA per day. This data needs to demonstrate compliance with the baseline of a minimum of 30 minutes and provide evidence of methods used for the calculations and examples of activities
- The number of minutes of PE taught per week per year group. This data, in the secondary department, will also need to be divided by gender
- Tracking of student participation in all sporting events, extra-curricular sporting activities and sporting competitions. This data needs to be at student level
- Participation of students with additional needs in the above activities including percentage participation compared to whole school numbers