



Beaconhouse Private School Al Ain

**Physical Education &  
School Sports Policy  
2025-26**

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## Table of Contents

<b>1. Introduction and Scope.....</b>	<b>3</b>
<b>2. Purpose.....</b>	<b>4</b>
<b>3. Curriculum and Physical Literacy.....</b>	<b>4</b>
<b>4. Inclusion and Participation.....</b>	<b>5</b>
<b>5. Physical Activity Beyond PE.....</b>	<b>6</b>
<b>6. Competitions and Sports Development.....</b>	<b>6</b>
Identification, Development, and Support of Gifted and/or Talented Students.....	7
<b>7. Staffing and CPD.....</b>	<b>8</b>
<b>8. Health and Safety.....</b>	<b>8</b>
<b>9. Assessment and Reporting.....</b>	<b>9</b>
<b>10. Facilities and Community Engagement.....</b>	<b>10</b>
<b>11. Monitoring and Compliance.....</b>	<b>11</b>
<b>12. Non-Participation and Uniform Policy.....</b>	<b>11</b>

## 1. Introduction and Scope

At Beaconhouse Private School Al Ain (BPS Al Ain), we believe that high-quality Physical Education (PE) and school sports are fundamental to developing the whole child. We recognise that physical education is not simply about physical activity but about fostering a positive attitude towards a healthy, active lifestyle. It is also a powerful vehicle for developing essential life skills such as perseverance, cooperation, respect, resilience, leadership, and teamwork.

This policy reflects our commitment to providing an engaging, inclusive, and challenging PE and sports programme, in alignment with the Abu Dhabi Department of Education and Knowledge (ADEK) policy on PE and School Sports and Abu Dhabi's broader "Sports for All" initiative. It outlines our approach to integrating physical literacy into the fabric of school life and ensuring that all students have access to enriching physical experiences throughout their educational journey.

The scope of this policy includes the delivery of the PE curriculum, participation in co-curricular and extracurricular sports activities, inter- and intra-school competitions, health and safety procedures related to physical activity, inclusion of students with diverse needs, and staff development.

The vision of BPS Al Ain is to nurture physically literate individuals who are motivated, competent, and confident in engaging with physical activities for life. Our goal is not only to improve physical performance but also to instil a lifelong appreciation for movement and well-being. We aim to provide every student with a minimum of 60 minutes of timetabled PE per week, ensure at least 30 minutes of moderate to vigorous physical activity (MVPA) each school day, and offer regular participation in structured extracurricular sports and fitness programmes. These initiatives are embedded within a strategy that integrates physical, cognitive, social, and emotional learning outcomes to support the long-term academic success and personal development of all students.



## 2. Purpose

This policy aims to:

- Ensure every student receives access to high-quality PE and sports opportunities.
- Embed physical literacy as a lifelong skill and mindset.
- Encourage daily engagement in moderate to vigorous physical activity (MVPA).
- Cater for the needs of all students, including those with additional learning needs and those identified as gifted or talented.
- Define staffing, curriculum, inclusion, assessment, and safety standards for PE and School Sports.

## 3. Curriculum and Physical Literacy

PE at BPS Al Ain is delivered in line with the Cambridge curriculum and aligned with ADEK's physical literacy outcomes:

- Enjoyment: Students find pleasure in movement and activity.
- Confidence: Students feel capable and positive about their abilities.
- Competence: Students demonstrate control and coordination.
- Knowledge: Students understand the importance of physical activity.
- Understanding: Students apply skills to new contexts and commit to lifelong activity.

Our PE curriculum is designed in accordance with the Cambridge framework to develop physical literacy across five core domains: enjoyment, confidence, competence, knowledge, and understanding. Students are encouraged to find joy in physical activity, feel confident in their abilities, develop technical and tactical skills, understand the benefits of an active lifestyle, and apply their knowledge to new sports and physical challenges. Lessons are planned progressively, catering to various learning styles and physical abilities, and include both theoretical and practical

components to provide a balanced and inclusive experience. The curriculum reflects international standards of the Cambridge framework while incorporating ADEK's physical literacy expectations.

In accordance with regulatory expectations, the school shall provide an average of at least 60 minutes of timetabled PE per week across the school year for all students. The majority of PE time is allocated to active physical engagement and practice, balanced by short periods of less physically demanding activity to support the development of theoretical understanding, game rules, and strategies.

It is also important to note with the appropriate authorisation, the school retains the discretion to temporarily reduce PE time during special circumstances, such as during examination periods or in response to prevailing weather conditions, provided that the overall curriculum intent and student well-being remain central to decision-making. For Cycle 3 students, preparing for high-stakes examinations or coursework, PE may be made optional with the appropriate authorisation.

## 4. Inclusion and Participation

- All students, regardless of ability, gender, or background, will participate in PE and school sports.
- Reasonable adjustments and alternative roles (e.g., referee, scorer) are provided where full physical participation is not possible.
- Documented Learning Plans (DLPs) guide modifications for students of determination.
- Girls and boys have equal access to all opportunities.

At BPS Al Ain, all students are expected to participate in PE regardless of their gender, ability, or background. The school ensures that reasonable adjustments are made for students of determination or those with specific learning needs so that they can fully access and benefit from the PE curriculum. Where full physical participation is not possible, students are offered alternative roles such as officiating, leading, or evaluating, in alignment with their documented learning plans

(DLPs). Our commitment to inclusion extends to ensuring equal opportunities for girls, the least physically active students, and those identified as gifted and talented.

## 5. Physical Activity Beyond PE

We aim to ensure at least 30 minutes of MVPA daily at school through:

- Active break times with access to safe equipment.
- Morning assembly exercises.
- Classroom movement breaks.
- Awareness campaigns for students, staff, and parents.
- Tailored support for less active students.

In addition to timetabled PE lessons, we aim to embed physical activity throughout the school day. This includes providing a brief morning assembly exercise, active break time for students to engage in various sporting and physical activity, encouraging movement during/between lessons, and creating an environment that promotes regular physical engagement. Short, structured activity breaks are incorporated into classroom routines, and students are encouraged to walk, stretch, and play throughout the day.

## 6. Competitions and Sports Development

BPS Al Ain ensures to provide opportunities for all students to participate in competition through PE or school sports via:

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



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

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

BPS Al Ain shall also offer students the opportunity to participate in all competitions organised by ADEK or other government entities.

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

BPS Al Ain shall make reasonable adaptations to the PE experience of gifted and/or talented students to provide them with sufficient challenges.

- The school, and its PE teachers shall 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.
- The school shall also engage with local sports clubs or national sports federations to provide, where possible, talent identification, coaching masterclasses, officials, and venues for competitions.
- As a school, we also recognise 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.



## 7. Staffing and CPD

PE is delivered by qualified teachers who meet ADEK's eligibility criteria for subject teachers. PE teachers are hired as per the requirements of both the ADEK School Employment Policy and the ADEK School Student Protection Policy. These professionals undergo a minimum of 75 hours of continuous professional development (CPD) annually to enhance their subject knowledge, pedagogy, and instructional strategies. Coaches may also be employed to support extracurricular activities and specific disciplines, provided they hold recognised coaching credentials and complete 25 hours of CPD annually. All staff involved in PE and school sports must comply with the school's child protection and safeguarding policies and receive regular training in health and safety, including first aid.

## 8. Health and Safety

Ensuring the safety of all students during physical activity is a top priority at BPS Al Ain.

- PE teachers shall have signed the school's Student Protection Policy and have received relevant training as per the ADEK School Student Protection Policy.
- PE teachers, along with the school Social Worker, shall maintain accurate health and safety records of all incidents and actions that take place during PE and school sports.
- BPS Al Ain ensures that PE teachers obtain mandatory first aid training certificates accredited and approved by UAE authorities. The school shall have a clear process for dealing with incidents, including when and how to involve specialist personnel beyond that of a first aider.
- The school shall conduct risk assessments on any new activities being explored, and all equipment (both fixed and portable) should be regularly checked, maintained, and be suited to the size and ability of the student.

- The school shall regularly check 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 School Health and Safety Policy.
- The school shall ensure PE teachers have access to students' medical records and 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, in line with the ADEK School Records Policy. 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 minimise the risk of injury.
- The school shall 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.
- The school shall ensure that students are regularly hydrating and have access to fluids before, during, and after activities.
- The school shall 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.).
- The school shall 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).

## 9. Assessment and Reporting

Assessment in Physical Education is aligned with the school's curriculum objectives and is designed to provide a holistic understanding of each student's development across multiple domains. It encompasses not only physical abilities but also cognitive understanding, social interaction, and emotional growth. Assessment practices focus on key areas such as motor skills

development, physical fitness, endurance, understanding of game rules and strategies, health knowledge, confidence and motivation, and the ability to work effectively as part of a team.

Teachers utilise a range of formative and summative assessment tools including structured observations, checklists, rubrics, performance tasks, and opportunities for student self-assessment and reflection. These tools allow for the accurate tracking of students' progress in skill execution, physical conditioning, and application of tactical knowledge during activities and games.

Data collected from assessments is systematically recorded and used to inform lesson planning, personalise instruction, and support differentiated learning. It also contributes to regular reporting to parents and guardians on student progress.

In addition to curriculum-based assessments, student participation in school sports, extra-curricular clubs, and inter-school competitions is monitored. This includes careful tracking of involvement and progress for students of determination to ensure equitable access, inclusion, and benefit from the full Physical Education and School Sports programme. Assessment in this broader context supports the development of confidence, self-esteem, teamwork, cooperation, and lifelong habits of physical activity and wellness.

## 10. Facilities and Community Engagement

The school actively seeks to extend the benefits of physical activity to the wider community. Where feasible, our sports facilities may be made available to local partners or the public outside of school hours, under controlled and safe conditions. External users must adhere to school policies and sign relevant safeguarding agreements in accordance with ADEK expectations. In these instances, access to the rest of the school will be restricted.



## 11. Monitoring and Compliance

To ensure the ongoing effectiveness of this policy, BPS Al Ain will regularly monitor student participation levels, the average time spent in physical activity, and outcomes related to physical literacy. Reports will be submitted to ADEK in line with regulatory requirements. Additionally, the school shall track participation by students with additional learning needs and compare their participation levels with those of the whole school population. The policy will be reviewed annually to ensure it remains aligned with updated ADEK directives and the evolving needs of the school community.

## 12. Non-Participation and Uniform Policy

All students are required to wear the designated PE uniform during lessons and physical activities. In the event of a lost or damaged kit, a plain, suitable alternative may be worn temporarily (not exceeding the duration of one week). Non-participation in PE must be supported by a written explanation from parents, and a medical note is required for exemptions due to health reasons. Students who frequently fail to bring their kit will be subject to follow-up with parents. While students who are unwell will not be forced to participate physically, they may be given alternative tasks that keep them meaningfully engaged in the lesson.