Approved by: Principal	Date: 30 January 2026

Last reviewed on:	Date: 26 January 2026

Next review due:	Date: 25 June, 2025

#	Description of Changes	Rev. No	Date of Issue
1	First Issue	00	21 Jun 2023

ICS Vision
The "School of Choice" inspiring, challenging and empowering a 21st century learning community through an ethical and innovative education system.

ICS Mission
Provide a safe, friendly learning environment where lifelong learners follow an international curriculum which promotes academic excellence and nurtures key values and competences in our global minded, future leaders.

Overview
ICS recognizes the importance of physical education and sports in promoting the holistic development of our students. The PE and Sports Policy outlines our commitment to providing high-quality physical education programs and opportunities for participation in sports activities, ensuring that every student has the chance to thrive physically, mentally, and socially.

Aims
The aims of the policy are to:

- Promote the health and well-being of students through regular physical activity. To instill lifelong habits of physical fitness, encouraging students to enjoy an active lifestyle both within and beyond their school years.

- Develop students' physical literacy, equipping them with the fundamental movement skills, knowledge, and confidence to participate in a variety of physical activities and sports throughout their lives.
- Create an inclusive and equitable environment in which all students, regardless of their abilities, interests, or backgrounds, feel welcome and empowered to participate in physical education and sports activities.
- Provide excellence in coaching and teaching within our physical education programs and sports teams, ensuring that students receive high-quality instruction and support from qualified teachers to reach their full potential.
- Emphasize the importance of sportsmanship, teamwork, and fair play in all aspects of physical education and sports participation, teaching students valuable life skills such as leadership, communication, and resilience.

Implementation

Curriculum Integration

- Incorporate physical education into the overall academic curriculum.
- Align PE curriculum with academic standards and learning objectives.
- Integrate physical activity into subject areas where appropriate (e.g., math games that involve movement).
- Coordinate with subject teachers to incorporate movement breaks into classroom instruction.

Extra-curricular Program

- Offer a diverse range of extra-curricular sports, school sports teams and physical activity programs.
- Identify interests and preferences of students through surveys, focus groups and student councils.
- Develop a calendar of sports events, leagues, and recreational activities.
- Ensure teachers and coaches are qualified to lead extracurricular sports teams and clubs.
- Provide resources and facilities for after-school practices and competitions.

Physical Environment

- Create an environment that promotes physical activity throughout the school day.
- Arrange classrooms to allow for movement.
- Designate outdoor spaces for active play during breaks and recess.
- Update facilities and spaces with equipment such as playground structures, sports courts, football fields and fitness stations.
- Implement safety measures to ensure students can engage in physical activities without risk.

Activity Breaks and Movement Opportunities

- Incorporate short, frequent activity breaks into the school day.
- Schedule movement breaks within lessons.
- Provide resources and guidance for teachers to lead movement activities.
- Encourage students to participate in stretching, breathing exercises, or brief physical challenges during breaks.
- Monitor and adjust the implementation of activity breaks based on feedback and effectiveness.

Stakeholder Engagement

- Increase awareness and involvement of stakeholders in promoting physical activity.

- Organize workshops or seminars for parents on the importance of physical activity for children's health and academic performance.
- Collaborate with community organizations to offer sports clinics or fitness classes for students and families.
- Involve students in planning and promoting school-wide physical activity events, such as wellness fairs or fitness challenges.
- Utilize communication channels (e.g., newsletters, social media) to share updates and resources related to PE and sports initiatives.

Monitoring and Evaluation

- Regularly assess the implementation and impact of the PE and sports policy.
- Collect data on student participation rates in PE classes, sports teams, and extracurricular activities.
- Survey students, parents, and staff to gather feedback on the effectiveness of PE and sports programs.
- Review student achievement in physical literacy outcomes and health indicators.
- Use assessment findings to make adjustments to the policy and implementation strategies as needed.

Daily Physical Activity

To achieve the target of averaging at least 30 minutes of moderate- to vigorous-intensity physical activity (MVPA) daily within the school environment, the following strategies will be implemented:

- All students will be timetabled for at least 2 PE lessons per week.
- Students will have opportunities for physical activity during breaks and recesses, with designated areas, provided equipment, and options for informal play, as well as structured physical activities and competitions.
- Initiatives will be undertaken to enhance the physical environment of classrooms and the entire school, aiming to reduce sedentary time and promote standing, walking, and movement during class time e.g. classroom movement prompts, active learning activities, natural lighting
- Brief, regular activity breaks will be integrated into classroom sessions, allowing students to stretch, increase heart rates, and engage core muscles whenever feasible.
- Special attention will be given to students or groups identified as less active, ensuring additional support to enhance their physical activity levels and encourage broader participation in PE and sports activities, all while avoiding any potential for stigmatization.

Inclusion

- All students are required to participate in their designated PE class for their grade level.
- Should certain activities limit a student's ability to participate actively, alternative roles, such as team leader, referee, or scorekeeper, will be offered.
- PE teachers will adjust lesson content and resources as necessary to facilitate progress toward learning objectives outlined in students' documented learning plans (DLPs), with specific accommodations tailored to support PE learning.
- Girls/young women, Students of Determination, and gifted and/or talented students will have equal access to PE and school sports opportunities, including participation and competition in intra- and inter-school sports events as appropriate.

Gender Equity

ICS adheres to the gender requirements stipulated in the ADEK Coeducation Policy and will ensure fair and equitable opportunities for all students in PE and sports activities.

Physical Literacy

"Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life." *International Physical Literacy Association (2017)*. Physical literacy is an inclusive and universal concept, i.e., everyone can develop their physical literacy irrespective of their ability, age, gender, culture, religion, etc. The school will develop a Physical Literacy Framework as required by the ADEK PE and Sports Policy, April 2023.

Approaches to Developing Physical Literacy

Although this list is not definitive, physical literacy can be developed by participating in a broad and balanced range of physically active experiences which are:

- Student-centered - activities focus on the students' needs and expectations rather than the instructor's or school's objectives.
- Inclusive - activities should be accessible, accommodate everyone's requirements and reflect the diversity of the school.
- Positive - activities should be enjoyable, motivational, gratifying and celebrate personal progress.
- Challenging - activities should be progressive and stimulating, and allow students to experience a sense of mastery, personal success and achievement.

Competition

Competitions play a vital role in promoting sportsmanship, skill development, and teamwork among students. In line with ICS' policy, competitions will be organized with the following elements:

- Inclusive participation: All students will have the opportunity to participate in competitions, regardless of skill level or experience. Competitions will be structured to accommodate varying abilities and provide opportunities for growth and development for all participants.
- Age-appropriate categories: Competitions will be organized into age-appropriate categories to ensure fair and equitable competition. Students will compete against peers within their age group to provide a level playing field and foster healthy competition.
- Diverse sporting events: Competitions will encompass a variety of sporting events to cater to the interests and abilities of all students. This may include team sports such as basketball, soccer, and volleyball, individual sports like track and field, as well as recreational games and challenges.
- Fair play and sportsmanship: Competitions will emphasize the importance of fair play, respect, and sportsmanship. Students will be expected to uphold ethical standards, demonstrate integrity, and show respect for opponents, officials, and teammates at all times.
- Skill development: Competitions will serve as opportunities for students to apply and refine their skills in a competitive setting. Coaches and teachers will provide guidance and feedback to support students' skill development and improvement throughout the competition.
- Emphasis on participation: While winning may be a goal, the primary emphasis of competitions will be on participation, effort, and personal improvement. Every student's contribution to the team effort will be valued and recognized, regardless of the final outcome.
- Balanced scheduling: Competitions will be scheduled to ensure a balanced approach that prioritizes student well-being and academic commitments. Adequate rest periods, recovery time, and consideration for academic workload will be taken into account when scheduling competitions.

- Parent and community engagement: Parents and the wider school community will be encouraged to support and attend competitions to cheer on students and promote school spirit. Positive reinforcement and encouragement from parents and supporters will enhance the overall experience for participants.
- Evaluation and feedback: Competitions will be evaluated to assess their effectiveness in achieving the intended goals and outcomes. Feedback from participants, coaches, teachers, and parents will be solicited to identify areas for improvement and inform future planning.

Competitive Opportunities

- Intra-school competitions: competitions will be organized to introduce all students to the benefits and enjoyment of participating and competing in sports. These events will be structured to provide opportunities for students of all skill levels to engage in friendly competition within the school community.
- Inter-school competitions: competitions will be arranged to offer students the chance to compete against other schools. These events will be carefully matched to ensure fair competition and meaningful experiences for all participants. Students will have the opportunity to represent their school with pride, integrity and sportsmanship.
- External competitions: ICS actively encourages and supports student participation in competitions organized by ADEK and other government entities. These external competitions provide valuable opportunities for students to showcase their talents, represent their school, and engage in healthy competition with peers from across the region.

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

ICS is committed to recognizing, nurturing, and supporting the unique talents and abilities of gifted and/or talented students in Physical Education (PE). Our approach encompasses the following key components:

Identification

- Gifted and/or talented students in PE may demonstrate exceptional abilities in various aspects of physical fitness, motor skills, sports performance, leadership, or strategic thinking.
- Identification methods may include teacher observations, performance assessments, standardized tests, input from coaches or external experts, and feedback from students and parents.

Development

- Once identified, gifted and/or talented students will receive tailored opportunities and support to further develop their skills and talents in PE.
- Individualized training programs, advanced skill development sessions, specialized coaching, and participation in elite-level competitions or training camps may be provided to enhance their abilities.

Support

- ICS is committed to providing a supportive and inclusive environment that fosters the growth and well-being of gifted and/or talented students in PE.
- Dedicated mentors, coaches, and instructors will offer personalized guidance, encouragement, and feedback to help students reach their full potential.
- Opportunities for peer collaboration, leadership roles, and mentorship programs may be facilitated to promote social and emotional growth alongside skill development.

Teachers and Coaches

ICS will hire qualified PE teachers and coaches who meet the eligibility requirements for subject teachers as outlined in the ADEK Staff Eligibility Policy. Teachers will be required to complete 75 hours of CPD with coaches completing 25 hours CPD in subject-specific training to enhance pedagogy, skills, and compliance with ADEK Employment Policy standards.

Health and Safety

General Safety Protocols

- All staff and students must adhere to general safety protocols to minimize accidents or injuries.
- Safety signage, emergency exit signs, and hazard warnings should be clearly visible and regularly maintained throughout the school premises.
- Regular safety inspections of facilities, equipment, and infrastructure should be conducted to identify and address potential hazards promptly.

Emergency Procedures

- Comprehensive emergency procedures established within the school must be communicated to all staff and students, including protocols for fire evacuation, medical emergencies, and lockdown situations.
- Emergency contact information for local authorities, medical facilities, and designated emergency responders should be readily accessible and regularly updated.

First Aid and Medical Assistance

- Adequate first aid supplies and equipment must be available and accessible in designated locations throughout the school.
- School nurses and trained staff members should be designated to administer first aid and respond to medical emergencies promptly.
- Protocols for contacting emergency medical services and notifying parents or guardians in the event of a medical emergency should be clearly outlined.

Safety during Physical Activities

- Proper supervision and instruction should be provided during physical activities and sports to ensure the safety of participants.
- Adequate protective gear and equipment must be provided and worn as appropriate for specific activities to reduce the risk of injuries.
- Guidelines for safe participation, warm-up exercises, and cool down routines should be communicated and followed.
- The school will adhere to the highest standards in student health and safety, including specific practices in PE and school sports, and ensure all staff have regular mandatory training.
- PE teachers, coaches, and volunteers must sign the school's Student Protection Policy and receive relevant training as per the ADEK Student Protection Policy.

Health and Safety Records

- PE teachers and coaches shall maintain accurate health and safety records of all incidents and actions that take place during PE and school sports.
- The school policy for dealing with incidents, including when and how to involve specialist personnel such as a first aider or school nurse must be followed at all times.

Risk Assessments and Equipment Checks:

- The PE coordinator and HSO are responsible for conducting risk assessments on any new activities sought, and all equipment (both fixed and portable) should be regularly checked, maintained, and suited to the size and ability of the student.
- All staff are responsible to regularly check the facilities to ensure they are free from hazards, with a clear process for reporting and rectifying unsafe areas.

Medical Conditions and Adjustments

- All PE teachers and coaches must be aware of students' medical conditions that could be potentially impacted by engaging in PE and school sports.
- Medical conditions should not permanently prevent a student's involvement in PE and school sports, and adjustments should be made to minimize the risk of injury.

Weather Conditions and Hydration

- ICS staff will assess weather conditions before each activity to determine whether adjustments are needed.
- Students should have access to fluids before, during, and after activities, particularly in hot/humid weather.

Sun Protection

- The school will adopt measures for sun protection, including opportunities for shade and policies regarding hats and sunscreen.
- Flexibility will be allowed in hot/humid weather.

Curriculum, Pedagogy and Assessment

The PE policy is designed to ensure comprehensive student development across all domains. The curriculum is carefully crafted to establish a progressive set of desired outcomes that address physical, social, cognitive, and psychological aspects of student growth at key stages of development.

Explicit teaching, development, and assessment of skills, knowledge, and values essential for a healthy and active lifestyle are emphasized. This includes fostering fundamental movement skills, activity-specific competencies, and transferable life skills, as well as imparting knowledge about wellbeing, nutrition, and mental health.

The curriculum prioritizes the promotion of values such as determination, resilience, sportsmanship, and teamwork. Lesson planning is systematically structured to facilitate the progressive development of physical literacy, ensuring alignment with our curriculum objectives. Additionally, inclusive pedagogical approaches and language are employed to create a supportive learning environment where all students feel valued and included, using terminology that embraces diversity and encourages participation from every student. Through appropriate assessments, student performance is monitored with results being utilized to guide individualized progress and inform future teaching strategies.

All students will participate in at least 2 PE lessons per week.

Monitoring and Evaluation

To evaluate the effectiveness of the policy, the school will develop internal indicators and reporting mechanisms in line with ADEK guidelines.

- Implement a method for monitoring students' average Moderate-to-Vigorous Physical Activity (MVPA) per day, ensuring transparency by reporting the actual indicator calculated, the method used, and its effectiveness in measuring MVPA. E.g. activity logs, direct observation, fitness tests
- Track the provision of PE by reporting the average number of minutes taught per week across all grade levels throughout the school year.
- Maintain records of student participation in sports events, extracurricular activities, and competitions, maintaining rosters for each to track engagement levels accurately, including specific tracking for students of determination.

Linked Policies

PE Policy (Curriculum)
Physical Literacy Framework
Gifted and Talented
Inclusion
Assessment
Teaching and Learning

This policy is written in conjunction with the following legislation:

- ADEK Policy and Guidance Manual (2014-2015)
- ADEK PE and Sports Policy (April, 2023)