



# PHYSICAL EDUCATION AND SCHOOL SPORTS POLICY

GRACE VALLEY INDIAN SCHOOL,  
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## PE AND SCHOOL SPORTS POLICY

AY 2025-26

APPROVED BY  
PRINCIPAL

MAY 2025



REVIEW 1 DATE

OCTOBER 2025



REVIEW 2 DATE

APRIL 2026

BOARD GOVERNING  
COUNCIL

May 2025



## Introduction

Grace Valley Indian School acknowledges the integral role of Physical Education (PE) and school sports in fostering students' physical, social, and emotional well-being. This policy establishes a structured, inclusive, and holistic approach to PE and sports, ensuring that all students develop the skills, attitudes, and habits necessary for lifelong physical activity and health.

## Purpose

- Grace Valley Indian School has established minimum requirements for the provision of PE and school sports for all students.
- We promote the value of staying active for students throughout the day through structured and unstructured physical activity.
- GVIS developed an internal policy and a physical literacy framework on which to base their PE and school sports program.
- We have ensured that PE and school sports caters for the individual needs of all students, including students with additional learning needs and gifted and/or talented students.
- We have identified eligibility requirements for teachers and coaches to deliver PE and school sports. Standardize minimum elements required in all schools' PE curriculum (including pedagogy and assessment).

## Vision and Mission

**Vision:** To create an environment where every student is physically active, health conscious, and equipped with the skills to maintain lifelong physical wellness.

**Mission:** To deliver high-quality PE and sports programs that provide all students with opportunities to enhance fitness, develop a love for sports, and build essential life skills.

## **PE Curriculum and School Sports Programs**

### **Curriculum Development**

- School provides more than 60 minutes PE lessons weekly.
- School conduct inter- school and intra-school competition, participate in ADEK and CBSE Competitions
- School has a Progressive PE curriculum aligned with students' physical, cognitive, and emotional stages.
- Our activities address fundamental movement skills, sports-specific skills, and overall physical literacy.
- Both theory and practical elements are included to foster comprehensive understanding of health and fitness.

### **Structured Sports Programs**

- Extracurricular sports programs catering to diverse interests and abilities.
- Balance of individual and team sports to foster personal challenge and teamwork.

### **Integration of Physical Activity**

- Structured daily opportunities for Moderate to Vigorous Physical Activity (MVPA).
- Classroom movement breaks, active transitions, recess activities, and PE lessons collectively support at least 30 minutes of MVPA within school.

### **Provision of 30 Minutes of MVPA Daily**

Holistic Activity Goal: School has provided opportunities for students to be active throughout the school day to reach the target of averaging at least 30 minutes per day of MVPA within the school setting (contributing to a daily goal of 60 minutes within the school and home settings). This includes:

1. Opportunities for students to be active during breaks and recesses, with safe spaces for activity, provision of equipment, and opportunities for students to engage in informal play as well as semi-formal and formal physical activity.

2. Initiatives involving optimizing the physical environment of classrooms and the whole school to reduce sitting time and encourage standing, walking, and moving during curriculum time.
3. Short, frequent activity breaks during classes to allow students to stretch and, where possible, raise their heart rates and engage their core muscles.
4. Engagement with key stakeholders to increase awareness of broader sports programs within schools.
5. Attention to individual students or particular groups of students identified as the least active, without risking the possibility of their stigmatization, by providing additional support to increase their physical activity levels and engage more widely in PE and sports

Grace Valley Indian School ensures that students engage in an average of at least 30 minutes of MVPA per day within the school setting. Structured and informal activities are integrated throughout the school day to exceed this minimum.

Activity	Frequency	Time& Duration	Description
<b>Morning Assembly Exercise</b>	Daily	8:00- 8.10 am (10 min)	Structured exercises including stretching, aerobics, and light cardio led by PE staff or student leaders.
<b>In-Between 3<sup>th</sup> Subject Activation Breaks</b>	Daily	5 min	Stretching, standing movement games, or light dance routines between lessons
<b>In-Between 5<sup>th</sup> Subject Activation Breaks</b>	Daily	5 min	Stretching, standing movement games, or light dance routines between lessons.



Activity	Frequency	Time& Duration	Description
<b>Exercise after 7<sup>th</sup> period</b>	Daily	10 min	Stretching, standing movement games, or light dance routines between lessons
<b>Physical Education Lessons</b>	Weekly	2 × 45 min	Focus on skill development, cardiovascular fitness, and team sports at MVPA intensity.

### Total Average MVPA per Day: 30 minutes

The school implements targeted support for students identified as the least active, ensuring they are encouraged to participate in PE and school sports without experiencing any form of stigmatization.

Teachers and coaches implement personalized strategies, such as adapting activities, offering alternative roles, or providing extra guidance, to help these students gradually increase their physical activity levels.

Participation is monitored through observation, activity logs, and engagement records, allowing staff to track progress and adjust support as needed. Inclusive group activities and peer mentoring are used to foster a supportive environment, enabling less active students to engage confidently alongside their peers.

Evidence of this support includes individualized learning plans, modified lesson content, recorded participation in PE and sports events, and positive feedback from both students and parents, demonstrating that all students have equitable opportunities to develop physical literacy and enjoy active participation.

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The school functions as a vibrant, health-conscious community where the importance of physical activity and wellness is actively promoted to all stakeholders—staff, students, and parents.

Teachers implement structured PE lessons, facilitate in-class movement breaks, and

supervise active recess, ensuring students engage in daily moderate- to vigorous-intensity physical activity.

Students take leadership roles, motivate peers, and participate in intra- and inter-school sports, developing physical literacy, teamwork, and healthy habits.

Parents are regularly engaged through circulars, workshops, and school events, supporting their children's physical activity at home and reinforcing the value of an active lifestyle.

Clear communication channels are established, roles are assigned, and participation and outcomes are monitored, ensuring all members of the school community contribute to achieving the policy's targets and fostering a sustainable culture of wellness, inclusion, and lifelong physical engagement.

## **Inclusion**

Our school provide opportunities for participation in high quality PE and school sports for all students

1. All students participate in the designated PE class for their grade level at least more than 60 minutes weekly.
2. Students are offered subject-specific alternative roles (e.g., team leader, referee, or score/record keeper).
3. Our PE teachers make reasonable adjustments to PE lesson content and resources to enable all students to make progress toward the objectives in their documented learning plans (DLP), that include specific recommendations to support learning in PE.
4. Girls/young women, students with additional learning needs, student who are the least active, and gifted and/or talented students also have the same opportunities as their peers to take part in PE and school sports, including participating and competing in intra- and inter-school sports, where appropriate.

## **Gender Considerations**

- Inclusive Activities: Design activities that appeal to all genders and avoid stereotypes.
- Equal Access: Our school has ensured all students have equal opportunities to participate in sports and fitness programs.

- Safe Environment: Create a supportive atmosphere where all students feel comfortable being active.
- Diverse Role Models: Include both male and female role models to inspire students.
- Address Barriers: Identify and eliminate gender-specific barriers to participation.
- Balanced Representation: Offer a variety of activities with balanced gender representation and celebrate all students' achievements equally.

Grade	Type	Remark
KG – GRADE 4	Co-education	Students perform sports and PE lessons together
Swimming	No provision	No Provision
Grade 5 upward boys	SG male	Male staff provisioned for PE teachers
Grade 5 upward Girls	SG female	Female staff provisioned for PE teachers

- No changing room facilities as swimming classes are not available
- Gender specific washrooms also provided.

## Physical Literacy Framework

School has developed a physical literacy framework that describes physical, social, cognitive, and psychological outcomes as relates to movement for students (of all ages and stages of development) as outlined below:

1. Enjoyment: “I like playing sports or being active”
2. Confidence: “I feel confident when exercising or playing sports”
3. Competence: “I find sports and exercise easy”
4. Knowledge: “I know why exercise and sports are good for me, how to get involved, and improve my skills”
5. 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”

- School support PE teachers and coaches in planning their PE curriculum and school sports programs, respectively, to address physical literacy outcomes.



- PE teachers give attention to individual or groups of students as necessary, ensuring that planning within the framework is stage- and age appropriate to support development.
- Our school communicates with teachers, coaches, and parents to create awareness of their role in supporting the development of student physical literacy through PE and school sports.

## Competition and Talent Development

### Healthy Competition

**Sports Integrity, Healthy Competition, and Values:** Our school has developed the spirit of sports integrity and healthy competition, based on the values of determination, resilience, diligence, honesty, passion, sportsmanship, respect, self-belief, independence, and teamwork, amongst others.

### Competitive Opportunities

1. Our school provides opportunities for all students to participate in competition through PE and school sports. This is achieved by organizing intra-school competitions, which introduce all students to the benefits and enjoyment of participating and competing in sports, and by encouraging participation in inter-school competitions, which allow students to take part in well-matched competitions against other schools.
  - a. **Intra-school competitions** – Our school organizes a variety of intra-school competitions throughout the academic year, ensuring that all students have the chance to participate. These events are designed to introduce students to the benefits of physical activity, teamwork, and healthy competition, while fostering enjoyment, confidence, and a sense of achievement in sports. Activities range from house tournaments to skill-based challenges, giving every student an opportunity to engage according to their abilities and interests.
  - b. **Inter-school competitions** – Our school actively encourages and facilitates participation in inter-school competitions, providing students with the opportunity to compete against well-matched teams from other schools. These events help students develop competitive skills, resilience, and sportsmanship, while gaining exposure to a wider sporting environment. Participation is open to all students, ensuring inclusivity and providing meaningful competitive experiences regardless of skill level.

2. Competitions are designed for everyone, not just the most talented, and are structured to be as inclusive as possible for all students. To achieve this, we adapt competitions to make them easier or more challenging depending on student needs, and we also include additional competition formats that increase access and provide more opportunities for participation in various sports.
3. In addition, our school ensures that students are given the opportunity to participate in all competitions organized by ADEK or other government entities, thereby broadening their exposure and experience in competitive sports.

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

1. Our school makes reasonable adaptations to the PE experience of gifted and/or talented students by providing differentiated activities, advanced skill challenges, and personalized coaching to ensure they are sufficiently challenged and engaged in physical education.
2. We actively engage with available competition structures to give all students, including gifted and/or talented students, the opportunity to compete with their peers. This allows them to further develop their skills, gain confidence, and experience meaningful competition both within the school and externally.
3. Our school collaborates with local sports clubs and national sports federations to provide opportunities for talent identification, specialized coaching masterclasses, access to qualified officials, and appropriate venues for competitions. This ensures that gifted students have pathways to advance their skills and compete at higher levels.
4. We recognize that talent pathways also exist for students with additional learning needs. Our school provides tailored support wherever possible, including modified activities and access to coaching, to ensure these students can engage in competitive opportunities and develop their talents alongside their peers.

### **Teachers and Coaches**

1. **Eligibility:** Our school hires qualified PE teachers who meet the eligibility requirements for Subject Teachers as per the ADEK School Staff Eligibility Policy.
2. **Continuous Professional Development (CPD):** We ensure that all PE teachers complete 75 hours of CPD per year, focusing on subject-specific training, improving pedagogy and skills, and meeting any other requirements outlined in the ADEK School Employment Policy.

## Coaches

Our school currently does not employ external coaches. All PE instruction is delivered by our qualified PE teachers. In cases where additional expertise is required (e.g., highly specialized modules such as dance or yoga), our PE teachers receive specialized training to provide instruction in these areas. However, if appointed the school shall ensure they complete ADEK-endorsed coach training or have an internationally recognized coaching award or license as announced by ADEK.

- a. Coaches provided by independent vendors have an internationally recognized coaching award.
- b. Coaches who do not meet the requirements of a Subject Teacher may assist the PE teacher in delivering PE, but they are not authorized to teach the subject on their own unless teaching a highly specialized module within PE or a highly specialized subject (e.g., dance, yoga) as an “Instructor” as per the ADEK School Staff Eligibility Policy.

CPD: We ensure that coaches employed directly by the school receive 25 hours of CPD in subject-specific training, improving pedagogy and skills, and cover any other requirements as applicable to staff as per the ADEK School Employment Policy.

## Employment

All PE teachers at our school are employed in compliance with the requirements of both the ADEK School Employment Policy and the ADEK School Student Protection Policy.

## Health, Safety, and Student Protection

School has adopted guidelines on minimum standards in student health and safety, including specific practice in PE and school sports, and ensure all staff have regular mandatory training.

PE teachers, coaches, and volunteers have signed the school’s Student Protection Policy and have received relevant training as per the ADEK School Student Protection Policy. PE teachers and coaches maintain accurate health and safety records of all incidents and actions that take place during PE and school sports.

PE teachers and coaches obtained mandatory first aid training certificates accredited and approved by UAE authorities. Our School have a clear process for dealing with incidents, including when and how to involve specialist personnel(nurse) beyond that of a first aider.

Our School has conduct risk assessments on any new activities sought, and all equipment (both fixed and portable) has regularly checked, maintained, and be suited to the size and ability of the student.

School has regularly checked their facilities to ensured 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

PE teachers and coaches 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 minimize the risk of injury.

School has assessed 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.

School has ensured that students are regularly hydrating and have access to f fluids before, during, and after activities.

School has adopted 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.).

School has shown 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).

## **PE: Curriculum, Pedagogy, and Assessment**

PE Curriculum: School has developed, implemented, and reviewed a written curriculum that identifies a progressive set of desired outcomes across all domains of PE at key points in student development.

1. School has explicitly taught, develop, and assess progress and attainment across the full range of outcomes identified in their curriculum (physical, social, cognitive, and psychological), including promoting the development of:

- a. Fundamental movement skills, activity-specific skills, and transferable/life skills.
- b. Specific knowledge and understanding, as well as of the benefits and components

of a healthy and active lifestyle (e.g., wellbeing, nutrition, sleep, mental health).

c. Values and Behaviors: Determination, resilience, diligence, honesty, passion, sportsmanship, respect, self-belief, independence, teamwork, etc.

2. School has ensured progressive lesson planning for students to build physical literacy in a systematic way, in alignment with the school's PE curriculum.

3. School has developed appropriate assessments to measure student performance in PE. School has utilized the results to show students the steps they need to make progress and help teachers plan for these steps.

4. School has used inclusive pedagogical approaches and language (e.g., using terms such as “moving,” “traveling,” “sending,” and “receiving” rather than “running,” “jumping,” “catching” and “throwing” respectively).

**PE Time Per Week:** School has provided more than 60 minutes are given, timetabled PE per week across the school year to all students (now we are providing 90 minutes per week)

The majority of PE has dedicated to engaging in actual physical activity (practice), balanced by less physically active learning (engaging in “downtime”, learning about rules, theory, etc.).

We provide occasionally reduced duration (60 minutes) the minimum PE time per week for certain occasions (e.g., examination periods, prevailing weather conditions).

PE classes for students in KG and Cycle 1 has shorter and more frequent to maximize their progress and achievement (less critical for older students). we have designated PE area for them

We provide optional PE lessons for Cycle 3 students

## School Sports Facilities

We are authorized to work with partners in their local communities to offer the safe and appropriate use of school facilities for free use or rent (to maximize their usage and impact in actively promoting physical activity in the larger community).

When opening school facilities and all auxiliary spaces (e.g., changing rooms) to external users, school has ensured that access to the rest of the school is restricted

Our school has ensured that partners are aware of relevant ADEK policies and that they have all signed the school's Student Protection Policy.



## Monitoring and Evaluation

We developed and monitor internal indicators to evaluate the effectiveness of their PE and School Sports Policy. Our school has reported the below indicators to ADEK as well as any other data as required:

Our school has developed a method for monitoring students' average MVPA/day as an indicator and reported the actual indicator calculated, the method used, and its effectiveness in measuring MVPA.

Our school has monitored their provision of PE and report the average number of minutes taught per week across the school year to all students in each year group.

School has tracked student participation in all sports events, extracurricular activities, competitions, etc., by keeping a roster of students for each and adding this information to student performance reports.

Our school has tracked participation of students with additional learning needs and compare their participation levels whole school population.

## Compliance

The PE and School sports policy is fully compliant by AY 2024/25 (Fall term).

## Conclusion

Grace Valley Indian School is dedicated to providing a safe, inclusive, and physically engaging environment where students consistently exceed ADEK's minimum MVPA requirements through PE lessons, extracurricular sports, active recess, classroom activation breaks, and wellness initiatives. The policy emphasizes health, safety, sun protection, and hydration, while also supporting talent development, equal opportunities, and participation for all learners. By combining structured physical activity with community and family engagement, the school fosters lifelong physical literacy, resilience, teamwork, and healthy lifestyle habits, preparing students to thrive as confident and responsible members of society.