



## Physical Literacy Policy

Policy	Physical Literacy Policy
Policy issued:	April 2025
Next review:	May 2025
Lead Professional:	Jack Stanbury

## Purpose

The purpose of this Physical Literacy Policy is to promote the development of physical competence, knowledge and understanding of movement, as well as the motivation and confidence to engage in physical activities for life amongst all students at Noya British School. This policy aligns with our commitment to fostering holistic education, supporting student well-being and encouraging lifelong healthy habits.

## Scope

This policy applies to all students, staff and parents involved in the Noya British School community, covering physical education (PE) classes, extracurricular activities and school-wide initiatives that promote physical literacy.

## Definition of Physical Literacy

Physical literacy is defined as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. It encompasses:

- **Physical Competence:** Developing movement skills (e.g., running, jumping, throwing).
- **Knowledge and Understanding:** Learning the importance of physical activity for health and well-being.
- **Motivation and Confidence:** Encouraging a positive attitude toward physical activity.

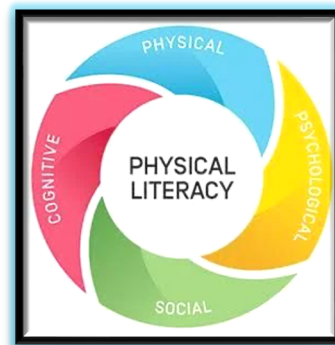
## Policy Objectives

- To ensure all students participate in a minimum of 120 minutes of physical activity per week through PE classes, breaks and extracurricular programs.
- To provide a broad and balanced PE curriculum that develops fundamental movement skills, teamwork and an understanding of health benefits.
- To foster an inclusive environment where students of all abilities can engage in physical activities.
- To encourage lifelong participation in physical activity through partnerships with parents and the wider community.
- To integrate physical literacy into daily school life, including active breaks, movement in the classroom, and school events.

## Context and Background

### About Noya British School:

- Primary school expanding into secondary school (next academic year)
- Located in Abu Dhabi, Yas Island
- Over 1000 students, with over 70 different nationalities
- Vision: To develop wholistic, well-rounded students with improved physical, cognitive, emotional and social well-being



### Current Initiatives:

- Fitness Friday: Whole-school exercise initiative
- 2 PE lessons/week
- ECAs (4 days/week): Extracurricular activities available to all



### Partnerships:

- Manchester City Healthy Lifestyle Program
- Wolfies Cycling Academy (road cycling proficiency and safety)
- Yas Acres Golf and Country Club
- Community run club (weekly, open to all)
- Competitive squads and training (before/after school): swimming, netball, football, futsal, basketball, rugby



### High Performance Learning



## Available Resources:

### Facilities:

- 1 multi-purpose hall
- 1 primary sports hall
- 1 semi-Olympic swimming pool
- 1 training swimming pool
- 3 dance studios
- 1 outdoor multipurpose court
- 2 rooftop multipurpose courts
- 1 11-a-side astro football pitch
- Exploration hub
- Outdoor EYFS play area
- Climbing area



### Equipment:

- Varied equipment for different developmental stages

### Personnel:

- 1 Head of PE
- 2 Physical Education staff members
- 1 Swim coach
- 1 Swim coach volunteer

### Budget:

- Under whole school education allowance

### Community Context:

- Access to local parks and Yas Park
- Use of school facilities for extracurricular sports
- School-wide emphasis on physical activity (Fitness Friday)
- Physical health prioritized, with PE integrating emotional and cognitive engagement

## Defining Physical Literacy

### Vision:

- Physical literacy provides transferable and lifelong skills, enabling future participation in sports and activities, with social, health and emotional well-being benefits
- Develops resilience, grit, empathy, teamwork, leadership and entrepreneurial skills
- Promotes long-living healthy lifestyles and stronger communities
- Long-term goal: To develop physically literate students who take accountability for their physical development

## High Performance Learning



## Specific Goals:

- Students achieve physical, cognitive, social/emotional development aligned with age and category

## Developmental Year Stages and Intents:

- **EYFS:** Exploring Fundamentals through Play
  - Physical: See, hear, feel, Run, Hop, Skip, Jump, Roll
  - Cognitive: Follow instructions
  - Emotional: Share, take turns, Self Regulate
- **Year 1:** Exploring Fundamentals
  - Physical: See, hear, feel, Run, Hop, Skip, Jump, Throw
  - Cognitive: Follow Instructions, self organisation
  - Emotional: Share, take turns, show emotions
- **Year 2:** Physical Literacy
  - Physical: Run, jump, throw, catch, skip, hop, throw Catch
  - Cognitive: 'My body and me'
  - Emotional: Leadership, independence, express emotions
- **Year 3:** Exploring Games
  - Physical: Spatial awareness
  - Cognitive: Principles of games on a whole
  - Emotional: Leadership, Teamwork
- **Year 4:** Exploring Games
  - Physical: Spatial awareness
  - Cognitive: Principles of invasion and non-invasion games
  - Emotional: Leadership, Teamwork
- **Year 5:** Explore Sports
  - Physical: Specific sporting skills
  - Cognitive: Tactics, rules, reflection on performance, analysing impact (GCSE command words)
  - Emotional: Teamwork and specific roles
- **Year 6:** Fundamentals of Sport
  - Physical: Accuracy, control, fluency
  - Cognitive: Basic knowledge of technique, basic teaching points, basic rules (GCSE command words)
  - Emotional: Communicate with teammates, collaborate towards goals, confidence
- **Year 7:** Fundamentals of Sport
  - Physical: Accuracy, control, fluency
  - Cognitive: Basic knowledge of technique, knowledge of basic tactics (outwitting) (GCSE command words)
  - Emotional: Communication, risk takers, reflective
- **Year 8:** Vibrant Competition (Advanced skills)
  - Physical: Accuracy, control, fluency
  - Cognitive: Knowledge of advanced skills, rules, advanced tactics (GCSE command words)
  - Emotional: Communicate with teams, reflective, leadership
- **Year 9:** Vibrant Competition (Advanced tactics)
  - Physical: Accuracy, control, fluency

## High Performance Learning



- Cognitive: Decision making in games, knowledge of advanced technique, evaluation of performance (GCSE command words)
  - Emotional: Communicate to influence others, reflective, leadership
- **Year 10/11: Opportunities for all**
  - Physical: GCSE criteria, Sports Ed
  - Cognitive: Decision making in games, knowledge of advanced technique, evaluation of performance (GCSE command words)
  - Emotional: Communicate to influence others, reflective, leadership
- **Year 12/13: Lifelong**
  - Physical: Sports ed, sports participation, recreational/performance sport
  - Cognitive: Leadership, organisation
  - Emotional: Comfortable in choices, wellbeing, self-image

### Priorities for Competence, Confidence and Motivation:

- Develop lifelong learning and active participation in sports
- Foster understanding of failure as a learning opportunity and build resilience

Year	Intent	Physical	Cognitive	Emotional
EYFS	Exploring Fundamentals through Play	See, hear, feel, Run, Hop, Skip, Jump, Roll	Follow instructions	Share, take turns, Self Regulate
Year 1	Exploring Fundamentals	See, hear, feel, Run Hop, Roll, Skip, Jump, throw	Follow Instructions, self organisation	Share, take turns, show emotions
Year 2	Physical Literacy	Run, jump, throw, catch, skip, hop, Throw Catch	'My body and me'	Leadership, Independence, express emotions
Year 3	Exploring Games	Spatial awareness	Principles of games on a whole	Leadership, Teamwork
Year 4	Exploring Games	Spatial awareness	Principles of invasion and non-invasion games	Leadership, Teamwork
Year 5	Explore Sports	Specific sporting skills	Tactics, roles, reflecting on performance, analysing impact (GCSE command words)	Teamwork and specific roles
Year 6	Fundamentals of Sport	Accuracy, control, fluency	Basic knowledge of technique, basic teaching points, basis rules (GCSE command words)	Communicate with teammates, collaborate towards goals, confidence
Year 7	Fundamentals of Sport	Accuracy, control, fluency	Basic knowledge of technique, rules, knowledge of basic tactics (outwitting) (GCSE command words)	Communication, risk takers, reflective
Year 8	Vibrant Competition (Advanced skills)	Accuracy, control, fluency	Knowledge of advanced skills, rules, advanced tactics (GCSE command words)	Communicate with teams, reflective, leadership
Year 9	Vibrant Competition (Advanced tactics)	Accuracy, control, fluency	Decision making in games, knowledge of advanced technique, evaluation of performance (GCSE command words)	Communicate to influence others, reflective, leadership
Year 10/11	Opportunities for all	GCSE criteria, Sports Ed	Decision making in games, knowledge of advanced technique, evaluation of performance (GCSE command words) Sports Ed leadership skills	Communicate to influence others, reflective, leadership Well-being, self image
Year 12/13	Lifelong	Sports ed, sports participation, recreational/performance sport	Leadership, organisation	Comfortabler in choices, well being, self image

### High Performance Learning



## Curriculum and Instruction

### Current Practices:

- Follow British National Curriculum
- Swim program for EYFS, KS1, and KS2 (Swim England 7 stages)
- Activities: Badminton, golf, tennis, football, futsal, rugby, swimming, team building, cricket
- Teaching Strategies:
  - Immersive learning for younger students (stories, learning timelines)
  - Guided discovery and open learning for older students
  - Sports Education Model
  - EYFS: Play and games for motor coordination (throwing, catching, running, jumping)
  - All classes begin with game-related tag games
- Assessment: Learning ladders, teaching observation, age-related expectations

## Access and Inclusion

### Current Practices:

- Differentiated lesson objectives and plans
- Varied equipment for different ages and sizes
- Equal lesson time and adequate space
- Individual learning plans for students of determination, including social integration
- Specialised staffing for 1-on-1 support
- Internal staff training (including swim assistant training)
- Dedicated programs and group sessions for students of determination
- Partnerships to enhance program delivery
- Emphasis on individual progress and avoiding comparison with others

## Assessment and Evaluation

### Current Practices:

- Monitoring effort and skill demonstration
- Individual assessment of key skills during lessons (teacher observation)
- Biannual physical fitness assessment in KS2 (GymRun)
- Assessment Methods: Teacher observation, peer evaluation, self-reflection, behavioural/engagement checklists, summative assessments
- Secondary School Assessments: Group assessment, portfolios, presentations, discussions, written tests/quizzes
- Use of fitness data for gifted/talented programs and targeted development plans
- Fitness tests at the end of lessons
- Long-term impact tracking - collect student data and plot graphs on physical development (GymRun data)

### High Performance Learning



## **Partnerships and Professional Development**

### **Existing Partnerships:**

- Yas Acres Golf Club, Yas Marina Circuit, Infinite Sports, Aldar School Community, Manchester City Schools Academy, Wolfies Cycling Academy, Al Jazira Schools, GymRun, UAE Wrestling Federation

### **Professional Development:**

- Internal CPD
- External CPD: Aldar Training Academy, ADEK sport-specific training, Hamilton Aquatics, online training (Institute of Sport, PE Scholar)

### **Opportunities for Growth:**

- Developments with army testing and professionalism
- Parkour development and training
- Subject-specific knowledge development

## **High Performance Learning**

