

نويا
مدرسة بريطانية



NOYA
BRITISH SCHOOL

PE and School Sport Policy

Policy	PE and School Sport Policy
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Lead Professional:	Head of PE and School Sport

Statement Of Intent

The aim of this policy is to ensure that students are physically active and literate, to enhance student wellbeing, competence, behavior, and developing the necessary skills to remain active for life. Noya British School Physical Education and School Sports Policy (PESSP) lays out the basic requirements across its schools to create a culture of engagement in physical activity, and has a purpose of:

- Establishing a minimum requirement for the provision of Physical Education (PE) and sport activities for all students.
- Actively encourage the value of staying active of students through structured and unstructured physical activity (PA) daily.
- Ensure PE caters for the individual needs of all students, including students with additional learning needs, and gifted and/or talented students.
- Provide quality curricular and extra-curricular student experience through experienced teaching and learning practices in line with the Noya British School teaching and learning policy.
- Develop students wholistically using sport as a vehicle to monitor and improve physical, social, emotional and cognitive well-being.

Policy

Staying active

1.1. NBS provides opportunities for students to be active throughout the school day, reaching a target of at least 30 minutes of moderate-to-vigorous physical activity (MVPA) within the school setting (contributing to a daily goal of 60 minutes within the school and home settings. In line with ADEK PE and School Sports policy, NBS provides 120 minutes of organised physical activity through 2x50 minute P.E lessons + 1x20 minute whole school physical activity initiative. MVPA opportunities for include, but are not limited to:

- Opportunities for students to be active during break times, with safe space, and adequate facilities for students to engage in informal play, as well as semi-formal and organised PA.
- Annual student friendly fitness testing through GymRun, in association with Aldar Education initiatives, encouraging active long term health and well-being participation.
- School wide initiatives, including fitness Fridays, involving optimising the physical environment of classrooms and the whole school to reduce sitting time and encouraging standing, walking, moving during curriculum time and promoting the importance of a physically active lifestyle.
- Providing internally ran and externally ran ECA opportunities both before and after school hours.
- Opportunities for extra-curricular activities, including both intra, and interschool sporting competitions, after school clubs, and province wide sporting competitions.
- Engagement with key stakeholders to increase awareness of broader sports programs within schools and provide extra-curricular sporting opportunities through identified NBS partners.

- Attention to individual students or groups of students identified as the least active, without risking the possibility of their stigmatisation, by providing additional support to increase their physical activity levels and engage more widely in PE and sports. Flagged up in fitness testing.

Inclusion

2.1. Inclusive participation: NBS shall provide opportunities for participation in high quality PE and school sports for all students.

- All students shall participate in the designated PE class for their year group.
- Where a specific activity or task limits a student's active participation, schools shall ensure that students are offered a subjective-specific alternative role (e.g., team leader, referee, or team manager), to allow student to further engage in their PE learning.
- Head of PE shall ensure that PE teachers make reasonable adjustments to PE lesson content and resources to enable all students to make progress towards their individual learning goals.
- Girls/young women, students with additional learning needs, and gifted and/or talented students shall 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 shall follow the requirements outlined by the *ADEK Coeducation Policy*.

Physical Literacy

3.1. Physical literacy framework: NCE schools develop a physical literacy framework that describes physical, social, cognitive, and psychological outcomes as related to movement for students (of all ages and stages of development) as outlined below:

- Enjoyment: "I like playing sports or being active"
- Confidence: "I feel confident when exercising or playing sports"
- Competence: "I find sports and exercise easy"
- Knowledge: "I know why exercise and sports are good for me, how to get involved, and improve my skills:
- 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".

NBS shall utilise Head/Heart/Hands assessment method to facilitate learning and growth for students across physical, emotional, mental, cognitive and social health domains. These LO's will be identified within unit plans.

3.2. Schools shall use their physical literacy framework to support PE teachers and coaches in planning their PE curriculum and school sports programs, respectively, to address physical literacy outcomes.

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3.3. PE teachers and coaches shall give attention to individual or groups of students as necessary, ensuring that planning within the framework is stage – and age-appropriate to support development.

3.4. Schools shall communicate with teachers, coaches, and parents to create awareness of their role in supporting the development of student physical literacy through PE and school sports.

Gender considerations

1.1. Gender Considerations: Schools shall follow the gender requirements outlined in the *ADEK School Coeducation Policy*.

Competition

4.1. NBS will promote and value the development of sporting integral and health competition. Based upon the values of determination, resilience, diligence, honesty, passion, sportsmanship, respect, self-belief, independence, and teamwork, amongst others. PE staff will display culturally integrated values in line with ADEK Cultural Identity that correspond with sporting integrity values.

4.2. Competitive Opportunities

- NBS shall provide opportunities for all students to participate in competition through PE or school sports via:
 - Intra-school competitions, introducing all students to the benefits and enjoyment of participating and competing in sports.
 - Inter-school competitions, providing opportunities for all students to take part in well-matched competitions against other schools. This can be within sporting leagues such as ADISSA, Jr. NBA, ADEK Cup, or other competitive fixtures among school.
- These competitions shall be for everyone, not just the most talented, and should be 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.
- Where appropriate NBS shall offer students the opportunity to participate in all competitions organized by ADEK or other government entities.
- All students will be given fair and equal access to trial for competitive teams and where appropriate secondary and tertiary teams will be adopted for extra spaces within the schedule.
- HOD and P.E staff reserve the right to remove students from their competitive teams following behaviour issues both in and out of the classroom.

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

- PE staff shall make reasonable adaptations to the PE experience of gifted and/or talented students to provide them with sufficient challenges, either physical or psychologically in preparation for their development.
- NBS 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.
- NBS shall engage with local sports clubs or national sports federations to provide, where possible, talent identification, coaching masterclasses, officials, and venues for competitions.
- NBS 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.

Health and Safety

6.1. NBS guidelines on minimum standards in students' health and safety, including specific practice in PE and school sports, and ensure all staff have regular mandatory training. See *NBS Health and Safety Policy* for further detail.

- PE teachers, coaches, and volunteers, alongside all NBS staff annually sign the school's student protection Policy and have received relevant training as per the *ADEK Student Protection Policy*.
- **PE staff review RA all sporting activities including units of work, trips, sporting fixtures, in-school events, external events. All RA's documented and uploaded to OneDrive.**
- In collaboration with school nurse and clinic, accurate health and safety records of all incidents and actions that take place during PE and school sports and share this information with relevant personnel. This will be monitored through the CPOMS platform as operated by Aldar Education.
- In case of minor injury, student is escorted with assistance to school nurse who will following school nursing procedure. For information regarding emergency procedures, please visit *NBS emergency procedure policy*.
- NBS follows clear process for dealing with incidents, including when and how to involve specialist personnel, such as a first aider.
- Head of PE shall conduct risk assessments on any new activities sought, and all equipment should be regularly checked, maintained, and be suited to the size and ability of the student. RA's are stored and are accessible upon request.
- Head of PE, and all active PE staff, shall conduct regular checks of their facilities to ensure they are free from hazards and safe for use with a clear process for reporting and rectifying unsafe areas.
- School nurse and Head of PE shall ensure all PE teachers and coaches are aware of students' medical conditions that could potentially be 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

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nurse is limited. All requests for exemption from PE due to medical concerns must be reported to relevant teacher by parents.

- Medical conditions should not permanently prevent a student's involvement in PE and school sports. Where appropriate, staff should adjust the content of activities or modify equipment used, to minimize the risk of injury.
- PE staff should assess whether conditions (heat, humidity, etc.) before each activity to determine whether the activity should continue and make any necessary adjustments. NBS PE staff follow Health Index report sent by nurse at the beginning of each day and follow guidance from nurse and operations team.
- NBS students shall have access to hydrating facilities, and PE staff should ensure students are adequately hydrating, before, during and after activities. All students are expected to bring water bottles to classes and are provided adequate water breaks during their sessions.
- Where appropriate NBS will adopt the measures for sun protection, by providing shade, or adopt ample relevant school policies (e.g., suggestions for hats / sunscreen etc.) Furthermore, any external activities completed outside shall have weather conditions as a key factor for risk assessment.
- NBS students shall partake in physical education lessons in appropriate clothing, (e.g. school uniform, appropriate training shoes). Students wearing any clothing deemed unsuitable for safe participation, will be given opportunities to alternatively partake in lessons (e.g. referee, assistant, score keeper, etc.).
- During fasting periods, such as Ramadan, schools should ensure all appropriate measures are taken to ensure student safety and wellbeing, and provide flexibility of student involvement, where appropriate.

School swimming and changing policies

- Head of P.E will regularly review swimming NOP and EAP. Please see NOP and EAP for swimming procedures.
- In line with ADEK Co-Education policy, NBS provides separated gender changing rooms with designated private changing areas.
- NBS enforces that nudity across all of campus is prohibited and modesty is enforced through changing practices.
- For students with special education needs for changing have ILEMs in place in line with Inclusion lead to assist with changing.
- EYFS students are encouraged to change by themselves, however changing practice with students is in line with bathroom practice. Safeguarding practices are followed in line with school safeguarding policy, focus on best interest of the child overarches all decisions regarding this.
- Any external visitors of the school will have to be given permission by head of PE or SLT to enter swimming facilities during swim times.
- When multiple classes are swimming simultaneously, each class will have an allocated changing space.

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PE: Curriculum, Pedagogy, and Assessment

7.1. NBS PE department shall develop, implement, and review a written curriculum, that identifies a progressive set of desired outcomes across all domains of PE at key points in student development.

- NBS follow the English national curriculum and shall explicitly teach, 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:
 - Skills: Fundament movement skills, activity-specific skills, and transferable/life skills.
 - Knowledge and Understanding: Activity-specific knowledge and understanding, as well as of the benefits and components of healthy and active lifestyles (e.g., wellbeing, nutrition, sleep, mental health).
 - Values and Behaviors: Determination, resilience, diligence, honesty, passion, compassion, sportsmanship, empathy, respect, teamwork, self-belief, discipline, etc.
- NBS shall ensure progressive lesson planning for students to build physical literacy in a systematic way, in alignment with the schools PE curriculum.
- NBS shall develop appropriate assessments to measure student performance in PE. Schools shall utilise the results to show students the steps they need to make progress and help plan for these steps. These developments include physical, social, cognitive and emotional well-being.

7.2. Minimum time per week: NBS follow the ADEK PE and School Sports Policy of providing an average of at least 60 minutes of taught, timetabled PE per week across the school year to all students – with an aim to provide 120 minutes where possible. Currently students receive two 50-minute P.E lessons per week and NBS provides whole school currently receive 20-minute Fitness Friday training.

- PE lessons shall be dedicated to engaging in actual PA, interspersed with less physically active learning (engaging in “downtime”, learning about rules, theory). PE staff, where appropriate, will reduce ‘waiting time’ in between exercises by adapting lessons to include mass participation.
- NBS, where appropriate, will reduce PE times per week to account for any events such as examination periods, and prevailing weather conditions.

P.E Kit and School Competitive Uniform

- Students will follow the Noya British School policy regarding school uniform.
- On days in which students have Physical Education, students are allowed to wear the Physical Education kit to uniform.
- On Friday, students may wear Noya British School P.E kit as part of the ‘Fitness Friday’ initiative.
- For students representing the school, specific competitive kit will be provided by school, however a deposit fee will be taken by parents until kit is fully returned at the end of the academic year.

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School Sports Facilities and Equipment

- Head of P.E, P.E Team and Operations team are responsible for the upkeep of facilities and equipment. All blemishes with equipment shall be noted and replaced if not suitable for use. All staff are responsible for reporting any issues with equipment to Head of P.E and Operations manager.
- When opening school facilities and all auxiliary spaces (e.g., changing rooms) to external users, schools shall ensure that access to the rest of the school is restricted.
- NBS ensures that partners are aware of relevant ADEK policies and that they have all signed the school's Student Protection Policy.
- Facility operations to external companies is encouraged and supported through Aldar framework agreement with Infinite Sports.

Reference

- Emergency procedure policy
- School Assessment policy
- School uniform policy
- School behaviour policy



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