



P.E. and School Sports Policy (AY 2024-26)

Introduction:

Bright Riders School recognizes that leading an active and healthy lifestyle equips students with the confidence, competence, skills, attitudes, and behaviors necessary to sustain physical activity throughout their lives. As schools often provide students with their first exposure to organized sports, BRS acknowledges its vital role in promoting physical activity and developing physical literacy through Physical Education and school sports. This policy sets out the fundamental requirements for cultivating a culture of physical activity within the school.

Purpose:

This policy has been drafted to:

- Set minimum standards to ensure that all students have access to physical education and school sports.
- Encourage students to stay active throughout the day by providing them with both structured and unstructured physical activities.
- Ensure that sports and physical education meet the unique needs of every student at BRS, including gifted and/or talented students as well as those with special learning needs.
- Determine the qualifications needed for instructors and coaches to instruct physical education and school sports. Standardise the minimal components of the school's physical education curriculum, such as instruction and evaluation.

Definitions

Additional learning needs	Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/ or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/ or talented). For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.
Coach	A qualified professional, trained in professional coaching and sport- specific technical standards, who is responsible for organizing, planning, and implementing all or part of the school sports program.
Competition	A contest in which everyone who participates is aiming to win. Refers to sport and activities whereby students compete against others, or themselves, in ways that supports their health and fitness.
Continuous Professional Development (CPD)	All activities undertaken by staff to improve their knowledge, skills, competencies, and performance on a regular basis. CPD includes in- person training, online training (synchronous or asynchronous), coursework, short certificate and degree programs, mentorship programs, peer/collaborative learning, academic conferences, research projects, observational visits, and community programs to share teaching best practices. CPD excludes planning hours and general staff meetings.
Documented learning plan	A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.
Health and safety	Requirement for schools to ensure that students, staff, contractors, sub- contractors, relevant stakeholders, and visitors are kept safe and healthy in school and school-related activities.

Physical activity	Any bodily movement produced by skeletal muscles that requires energy expenditure. Physical activity refers to all movement including during leisure time, for transport to get to and from places, or as part of a person's work. Both moderate- and vigorous-intensity physical activity (MVPA) improves health (WHO, 2020).
Physical literacy	The motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life (IPLA, 2016). A physically literate person can draw on their physical competence, knowledge, and understanding to stay physically active and lead a healthy life, relative to their situation and context.
Physical education (PE)	The subject concerned with developing students' physical literacy and their ability to use their literacy to perform in a range of activities for the progressive development of their physical health. PE is planned, progressive learning (theory and practice) that takes place in a time-tabled class with a documented curriculum that is delivered to all students by a qualified PE teacher.
School sports	All structured physical activities and learning that take place under the school's supervision beyond PE. School sports include all physical activities conducted during school breaks and extracurricular activities. These activities are often competitive in nature and should adequately prepare all students for competition (in and beyond the school environment) and lifelong participation in sports and physical activity.

Policy

1 School-Based PE and School Sports Policy

1.1 Policy Requirements:

BRS has developed, implemented, monitored, evaluated, and reviewed a PE and School Sports Policy that includes the following elements:

1. Sets out the school's vision, mission, strategy, and targets in promoting student physical health.
2. Outlines how the policy will be implemented in the school through the PE curriculum and school sports programs.
3. Sets out the school's strategy to meet the target of having each student engage in a daily average of at least 30 minutes of moderate- to vigorous-intensity physical activity (MVPA) through PE and school sports.
4. Promotes awareness of the importance of physical activity and health to all stakeholders in the school community (staff, students, parents, etc.) and outlines their roles in achieving the policy's targets.

2 Staying Active

2.1 Holistic Activity Goal:

In order to achieve the goal of averaging at least 30 minutes of MVPA per day in the school setting (which contributes to a daily goal of 60 minutes in the school and home settings), we at BRS give students opportunities to be active throughout the school day.

This comprises:

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 reducing sitting time and encouraging standing, walking, and moving during curriculum time across school.
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 the school.
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.

3 Inclusion

31 Inclusive Participation:

BRS ensures that every student has access to inclusive school sports programs and high-quality physical education.

1. All students participate in the designated PE class for their grade level.
2. At Bright Riders School, when a particular activity or task restricts a student's ability to actively participate, the school ensures they are engaged through meaningful, subject-specific alternative roles—such as team leader, referee, or scorekeeper—so every learner remains involved and valued.
3. BRS also ensures that 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), which include specific recommendations to support learning in PE.
4. **Girls/ young women, students with additional learning needs, and gifted and/ or talented students 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. The school maintains comprehensive records of stakeholder participation, ensuring that all relevant data is preserved for subsequent policy evaluation and review.**

4 Gender Considerations

- 41 Gender Considerations: The school follows the gender requirements outlined in the ***BRS Coeducation Policy.***

5 Physical Literacy

51 Physical Literacy Framework: For children (of all ages and developmental stages), the school has created a physical literacy framework that outlines the following physical, social, cognitive, and psychological outcomes as they relate to movement:

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.”

- 52 This Physical Literacy Framework is used to support PE teachers and coaches in planning their PE curriculum and school sports programs, respectively, to address physical literacy outcomes.
- 53 PE teachers and coaches give attention to individual or groups of students as necessary, ensuring that planning within the framework is stage- and age-appropriate to support development.
- 54 The school communicates with teachers, coaches, and parents sporadically to create awareness of their role in supporting the development of student physical literacy through PE and school sports.

6 Competition

- 61 **Sports Integrity, Healthy Competition, and Values:** Based on the principles of determination, perseverance, diligence, honesty, passion, sportsmanship, respect, self-belief, independence, and teamwork, among others, the school's internal policy outlines its strategy for encouraging the growth of the spirit of sports integrity and healthy competition.

62 Competitive Opportunities

- 1. BRS provides opportunities for all students to participate in competition through PE or school sports via:
 - a. Intra-school competitions, which introduce all students to the benefits and enjoyment of participating and competing in sports.
 - b. Inter-school competitions, which provide opportunities for all students to take part in well-matched competitions against other schools.
- 2. These competitions are open to all students—not just the most gifted—and are intentionally designed to foster inclusivity by:
 - a. Adapting competitions to make them easier or more challenging.
 - b. Including competitions that provide additional formats to increase access to participation in a sport.
- 3. BRS offers students the opportunity to participate in all competitions organized by ADEK or other government entities.

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

- 1. BRS makes reasonable adaptations to the PE experience of gifted and/or talented students to provide them with sufficient challenges.
- 2. The school also engages 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.
- 3. The school further collaborates with local sports clubs or national sports

federations to provide, where possible, talent identification, coaching masterclasses, officials, and venues for competitions.

4. BRS recognizes 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. Teachers and Coaches

71 PE Teacher

1. Eligibility: BRS hires qualified PE teachers that meet the eligibility requirements for a Subject Teacher as per the [*BRS Staff Eligibility Policy*](#).
2. Continuous Professional Development (CPD): BRS ensures that PE teachers receive 75 hours of CPD per year in subject-specific training, improving pedagogy and skills, and cover any other requirements as applicable to teachers as per the [*BRS Employment Policy*](#).

72 Coach

1. Eligibility: BRS reserves the right to appoint any currently employed staff member as a coach, at its sole discretion. This may include administrators, faculty members from other subject areas, or individuals who demonstrate aptitude or interest in a specific sport or group of sports.
 - a. All our coaches either complete ADEK-endorsed coach training or hold an internationally recognized coaching award or license, as specified by ADEK.
 - b. Coaches engaged through independent vendors possess an internationally recognized coaching award.
 - c. Coaches who do not meet the qualifications of a Subject Teacher support the PE teacher in the delivery of Physical Education. However, they are not permitted to independently teach the subject, except when delivering a highly specialized module within PE or a specialized subject (e.g., dance, yoga) in the capacity of an 'Instructor,' in accordance with the [*BRS Staff Eligibility Policy*](#).
2. CPD: BRS ensures 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 [*BRS Employment Policy*](#).

- 73 Employment: BRS employs PE teachers and coaches as per the requirements following the [*BRS Employment Policy*](#) and the [*BRS Student Protection Policy*](#).

8 Health and Safety

81 Health and Safety in PE and School Sports:

BRS has implemented comprehensive guidelines outlining minimum standards for student health and safety. These include specific protocols for physical education and school sports. All staff members are required to undergo regular mandatory training to ensure consistent adherence to these standards.

1. PE teachers, coaches, and volunteers have signed the school's Student Protection Policy and have received relevant training as per the *BRS Student Protection Policy*.
2. PE teachers and coaches maintain accurate health and safety records of all incidents and actions that take place during PE and school sports.
3. BRS has a clear process for dealing with incidents, including when and how to involve specialist personnel such as a first aider.
4. BRS conducts risk assessments on any new activities sought, and all equipment (both fixed and portable) is regularly checked, maintained, and are suited to the size and ability of the student.
5. The school regularly checks its facilities to ensure they are free of hazards and safe for use with a clear process for reporting and rectifying unsafe areas as per the *BRS Health and Safety Policy*.
6. BRS ensures that PE teachers and coaches 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.
7. At Bright Riders School, we ensure that medical conditions of any student do not permanently prevent their involvement in PE and school sports. Consequently, the school adjusts the content of activities and modifies equipment used, where possible, to minimize the risk of injury.
8. The school assesses weather conditions (heat, humidity, wind, air quality) before each activity to determine whether the activity can go ahead and what adjustments need to be made.
9. The school ensures that students are regularly hydrating and have access to fluids before, during, and after sports activities.
10. The school adopts 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.).
11. The school shows 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 PE: Curriculum, Pedagogy, and Assessment

91 PE Curriculum: BRS 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. BRS explicitly teaches, develops, and assesses progress and attainment across the full range of outcomes identified in the curriculum (physical, social, cognitive, and psychological), including promoting the development of:
 - a. Skills: Fundamental movement skills, activity-specific skills, and transferable/ life skills.
 - b. Knowledge and Understanding: Activity-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. BRS ensures progressive lesson planning for students to build physical literacy in a systematic way, in alignment with the school's PE curriculum.
3. The school has implemented appropriate assessment tools to evaluate student performance in Physical Education. The results are used to guide students on the steps required for improvement and to support teachers in planning targeted instructional strategies.
4. BRS uses inclusive pedagogical approaches and language (using terms such as "moving," "traveling," "sending," and "receiving" rather than "running," "jumping," "catching" and "throwing" respectively).

92 Minimum PE Time Per Week: The school provides 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 of PE per week, whenever possible).

1. The majority of PE is dedicated to engaging in actual physical activity (practice), balanced by less physically active learning (engaging in "downtime", learning about rules, theory, etc.).
2. If required, the school reduces the minimum PE time per week for events such as examination periods and prevailing weather conditions.
3. PE classes for students in KG and Cycle 1 are shorter but more frequent to maximize their progress and achievement.

10. School Sports Facilities

- 10.1 The school collaborates with local community partners to ensure the safe and appropriate use of its facilities, either free of charge or through rental arrangements. This initiative aims to maximize facility utilization and enhance the school's role in actively promoting physical activity within the broader community.
- 10.2 When opening school facilities and all auxiliary spaces (e.g., changing rooms) to external users, the school safeguards that access to the rest of the school is restricted.
- 10.3 We also ensure that our partners are aware of relevant school policies and that they have all signed the school's Student Protection Policy.

11. Monitoring and Evaluation

11.1 Bright Riders School (BRS) has established and actively monitors internal performance indicators to assess the effectiveness of its Physical Education and School Sports Policy. These indicators are regularly reported to ADEK, along with any additional data as required by regulatory guidelines.

1. The school employs a robust methodology to monitor students' average Moderate to Vigorous Physical Activity (MVPA) per day as a key performance indicator. It reports the calculated MVPA values, the assessment method utilized, and an evaluation of the method's effectiveness in accurately measuring MVPA levels.
2. BRS also monitors its provision of PE and reports the average number of minutes taught per week across the school year to all students in each year group.
3. We regularly track student participation in all sports events, extracurricular activities, competitions, etc., by keeping a roster of students for each.
4. Additionally, participation by students with additional learning needs is tracked and compared with their participation levels with those of the whole school population.

12. Compliance

12.1 This policy is effective from 26 April 2023. Bright Rider School ensures full compliance with the provisions of this by Academic Year 2024/ 25.

Approved By:

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Next Review: AY 2026-2027

