



المدرسة الهندية – العين  
INDIAN SCHOOL AL-AIN

Managed by: Governing Council (Al-Ain), Approved by Abu Dhabi Department of Education & Knowledge (ADEK), ADEK No: 9161 and Affiliated to the Central Board of Secondary Education (CBSE), New Delhi, India, Affiliation No: 6630011, Member – Council of CBSE Affiliated Schools in the Gulf.

## INDIAN SCHOOL AL AIN

### SCHOOL POLICIES 2025-26

#### PE and School Sports Policy

##### Purpose

- School sports is critical as they often provide students with their first exposure to organized sport.
- This policy lays out the basic requirements for the creation of a culture of engagement in physical activity in schools
- To establish maximum requirements for the provision of PE and school sports for all students.
- To promote the value of staying active for students throughout the day through structured and unstructured physical activity.
- To develop an internal policy and a physical literacy framework to base our PE and school sports program.
- To ensure 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.
- To identify eligibility requirements for teachers and coaches to deliver PE and school sports.
- Standardize maximum elements required in schools' PE curriculum (including pedagogy and assessment)

##### Policy

#### 1. School-Based PE and School Sports Policy

**Policy Requirements:** We shall develop, implement, monitor, evaluate, and review a PE and School Sports Policy every year that includes the following elements:

- Sets out the school's vision, mission, strategy, and targets in promoting student physical health.
- Outlines how the policy will be implemented in schools through the PE curriculum and school sports programs.
- 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.
- 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

**Holistic Activity Goal:** We shall provide 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) that includes:

- Warm up exercises will be conducted during assembly every day at the beginning of the day
- 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.
- Organized inter house matches will be conducted during break time

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Short, frequent activity breaks during classes to allow students to stretch and, where possible, raise their heart rates and engage their core muscles.</li> <li>• Stretching exercise will be conducted in the classroom at the end of every periods</li> <li>• Engagement with key stakeholders to increase awareness of broader sports programs within schools.</li> <li>• 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.</li> <li>• Will focus on inclusion of obese students and students of determination</li> </ul>
3.	<b>Inclusion</b>
	<p><b><i>Inclusive Participation:</i></b> We shall provide opportunities for participation in high- quality PE and school sports for all students.</p> <ul style="list-style-type: none"> <li>• All students shall participate in the designated PE class for their grade level.</li> <li>• Where a specific activity or task limits a student's active participation, schools shall ensure that students are offered subject-specific alternative roles (e.g., team leader, referee, or score/record keeper).</li> <li>• Schools shall ensure 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 should include specific recommendations to support learning in PE.</li> <li>• Talented students will be identified and encouraged to improve their skills</li> <li>• 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.</li> </ul>
4.	<b>Gender Considerations</b>
	<p><b><i>Gender Considerations:</i></b> Schools shall follow the gender requirements outlined in the ADEK Coeducation Policy.</p>
5.	<b>Physical Literacy</b>
	<p><b><i>5.1 Physical Literacy Framework:</i></b> We shall develop 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:</p>
	<p><b><i>5.2</i></b> We 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.</p>
	<p><b><i>5.3</i></b> 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.</p>
	<p><b><i>5.4</i></b> We 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.</p>

6.	Competition
	<b>6.1 Sports Integrity, Healthy Competition, and Values:</b> Our internal policy shall articulate its approach to fostering the development of 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.
	<b>6.2 Competitive Opportunities</b>
	<ul style="list-style-type: none"> <li>We shall provide opportunities for all students to participate in competition through PE or school sports via: <ul style="list-style-type: none"> <li>➤ Intra-school competitions, which should introduce all students to the benefits and enjoyment of participating and competing in sports.</li> <li>➤ Inter House matches and Annual Athletic Sports Meet will be held every year</li> <li>➤ Inter-school competitions, which should provide opportunities for all students to take part in well-matched competitions against other schools.</li> <li>➤ We will host Inter School Matches annually</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>➤ Adapting competitions to make them easier or more challenging.</li> <li>➤ Including competitions that provide additional formats to increase access to participation in a sport.</li> <li>➤ We shall offer students the opportunity to participate in all competitions organized by ADEK or other government entities.</li> </ul> </li> </ul>
	<b>6.3 Identification, Development, and Support of Gifted and/or Talented Students</b>
	<ul style="list-style-type: none"> <li>We shall make reasonable adaptations to the PE experience of gifted and/or talented students to provide them with sufficient challenges.</li> <li>We 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.</li> <li>We shall engage with local sports clubs or national sports federations to provide, where possible, talent identification, coaching masterclasses, officials, and venues for competitions.</li> <li>Schools shall recognize 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.</li> </ul>
7.	Teachers and Coaches
	<b>7.1 P.E teacher</b>
	<ul style="list-style-type: none"> <li><b>Eligibility:</b> We shall hire qualified PE teachers that meet the eligibility requirements for Subject Teacher as per the ADEK Staff Eligibility Policy</li> </ul>
	<ul style="list-style-type: none"> <li><b>Continuous Professional Development (CPD):</b> We shall ensure 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 ADEK Employment Policy.</li> </ul>

	<b>7.2 Coach</b>
	<ul style="list-style-type: none"> <li>• <b>Eligibility:</b> <ul style="list-style-type: none"> <li>➤ School will hire coaches, including appointing any currently employed staff (e.g., existing administrators, teachers from other subject areas, and/or others who may be talented or interested in a specific sport or group of sports).</li> <li>➤ Coaches shall complete ADEK-endorsed coach training or have an internationally recognized coaching award or license as announced by ADEK.</li> <li>➤ Coaches provided by independent vendors shall have an internationally recognized coaching award.</li> <li>➤ Coaches who do not meet the requirements of a Subject Teacher may assist the PE teacher in delivering PE, but they will not be 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 “Instructors” as per the ADEK Staf Eligibility Policy.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>CPD:</b> We shall 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 Employment Policy.</li> </ul>
	<b>7.3 Employment:</b> We shall employ PE teachers and coaches as per the requirements of both the ADEK Employment Policy and the ADEK Student Protection Policy.
	<b>7.4 Parental involvement:</b> Talented Parents’ involvement will be sought in training students
8.	<b>Health and Safety</b>
	<b>Health and Safety in PE and School Sports:</b> We shall adopt 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.
	<ul style="list-style-type: none"> <li>• PE teachers, coaches, and volunteers shall have signed the school’s Student Protection Policy and have received relevant training as per the <i>ADEK Student Protection Policy</i>.</li> <li>• PE teachers and coaches shall maintain accurate health and safety records of all incidents and actions that take place during PE and school sports.</li> <li>• We shall have a clear process for dealing with incidents, including when and how to involve specialist personnel such as a first aider.</li> <li>• We shall conduct risk assessments on any new activities sought, and all equipment (both fixed and portable) will be regularly checked, maintained, and be suited to the size and ability of the student (e.g., schools should follow equipment manufacturer restrictions on height, weight, age, etc.).</li> <li>• We shall regularly check their facilities to ensure they are free from hazards and safe for use with a clear process for reporting and rectifying unsafe areas as per the <i>ADEK Health and Safety Policy</i>.</li> <li>• We shall ensure 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.</li> <li>• Medical conditions will not permanently prevent a student’ s involvement in PE and school sports. We will adjust the content of activities or modify equipment used, where possible, to minimize the risk of injury.</li> <li>• We shall assess 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.</li> </ul>



	<ul style="list-style-type: none"> <li>• We shall ensure that students are regularly hydrating and have access to fluids before, during, and after activities.</li> <li>• We shall adopt 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.).</li> <li>• We shall show 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).</li> </ul>
9.	<b>PE: Curriculum, Pedagogy, and Assessment</b>
	<p><b>9.1 PE Curriculum:</b> We 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.</p>
	<ul style="list-style-type: none"> <li>• We 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: <ul style="list-style-type: none"> <li>➢ Skills: Fundamental movement skills, activity-specific skills, and transferable/life skills.</li> <li>➢ 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).</li> <li>➢ Values and Behaviours: Determination, resilience, diligence, honesty, passion, sportsmanship, respect, self-belief, independence, teamwork, etc.</li> </ul> </li> <li>• We shall ensure progressive lesson planning for students to build physical literacy in a systematic way, in alignment with the school's PE curriculum.</li> <li>• We shall develop appropriate assessments to measure student performance in PE. Schools shall utilize the results to show students the steps they need to make progress and help teachers plan for these steps.</li> <li>• We shall use inclusive pedagogical approaches and language (using terms such as “moving”, “traveling”, “sending”, and “receiving” rather than “running”, “jumping”, “catching” and “throwing” respectively).</li> </ul>
	<p><b>9.2 Minimum PE Time Per Week:</b> We shall provide 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).</p>
	<ul style="list-style-type: none"> <li>• The majority of PE shall be dedicated to engaging in actual physical activity (practice), balanced by less physically active learning (engaging in “downtime”, learning about rules, theory, etc.).</li> <li>• We will occasionally reduce the minimum PE time per week for events such as examination periods and prevailing weather conditions.</li> <li>• PE classes for students in KG and Cycle 1 shall be shorter and more frequent to maximize their progress and achievement (less critical for older students).</li> </ul>
10.	<b>School Sports Facilities</b>
	<ul style="list-style-type: none"> <li>• We will opt for working 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).</li> </ul>
	<ul style="list-style-type: none"> <li>• When opening school facilities and all auxiliary spaces (e.g., changing rooms) to external users, we shall ensure that access to the rest of the school is restricted.</li> </ul>

	<ul style="list-style-type: none"> <li>We shall ensure that partners are aware of relevant ADEK policies and that they have all signed the school's Student Protection Policy.</li> </ul>
II.	Monitoring and Evaluation
	We shall develop and monitor internal indicators to evaluate the effectiveness of their PE and School Sports Policy. Schools shall also report the below indicators to ADEK as well as any other data as required:
	<ul style="list-style-type: none"> <li>We shall develop a method for monitoring students' average MVPA/day as an indicator and report the actual indicator calculated, the method used, and its effectiveness in measuring MVPA.</li> <li>We shall monitor 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.</li> <li>We shall track student participation in all sports events, extracurricular activities, competitions, etc., by keeping a roster of students for each.</li> <li>We shall additionally track participation by students with additional learning needs and compare their participation levels with those of the whole school population.</li> </ul>

ANNUAL PHYSICAL EDUCATION PLAN 2025-26

GRADE	APRIL	MAY	JUNE	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
1, 2	Zigzag running, Calisthenics exercise	Sprinting- shuttle run Standing broad jump	Ball throw Shuttle relay, obstacle race	Minor games Marching	Practice for Annual sports	Practice for Annual sports	Practice for Annual sports		Fitness games
3,4	speed test (100m), Endurance Test Strength Test Flexibility Test	Aerobics			Practice for Annual sports	Practice for Annual sports	Practice for Annual sports	Hockey	Kabaddi Kho-kho
5,6, 7	kho-kho, tunnel ball relay, captain ball	Athletics Races, jumps, throws shot-put.	Basketball Volley ball	Hockey Football	Kabaddi Kho-kho	Practice for Annual sports	Practice for Annual sports	Badminton Aerobics exercise	Football
8 to 12	Athletics Principles of jumps Principles of throws Triple jump	Basketball Volley ball	Hockey Football	Hockey Football	Practice for Annual sports	Practice for Annual sports	Practice for Annual sports	Badminton Aerobics exercise	Football

## PHYSICAL LITERACY IN VARIOUS ACTIVITIES

GAME	SKILLS DEVELOPED
Annual Sports meet	Improved camaraderie and collaboration through team-based activities. Increase physical fitness
Badminton	Greater cardiovascular endurance Physical conditioning. Boosted self-confidence Mental toughness during matches. Enhanced communication Coordination in doubles play.
Basketball	Enhance their shooting, dribbling, Defensive skills Coordination
Chess / carrom	Increased Focus and Patience: Improved perseverance Improved problem-solving.
Eat right get active program	Improved Health Enhanced overall physical fitness Reduced risk of chronic diseases Balanced nutrition Regular physical activity.
Football	Enhanced Agility and Speed Teamwork and Cooperation Endurance and Stamina Spatial Awareness Sportsmanship
Kabaddi	Improved strength, agility, Increased Team Coordination
Kho-Kho	Enhanced Agility and Speed Teamwork and Cooperation Endurance and Stamina Spatial Awareness Sportsmanship
Scout and guide activity	Develop strong leadership and teamwork abilities
Yoga	Improved Well-being: Greater physical flexibility, mental relaxation, stress reduction

### After school training schedule with Parents/ External Coaches:

Training will be conducted from October to February in Badminton, Basketball, Football

### ANNUAL ATHLETICS SPORTS EVENTS LIST

SNo.	Group	Criteria (Born in the year)
1.	Below 8 Years ( Boys & Girls)	2016 and 2017 - Under 8 years
2	Sub Juniors ( Boys & Girls)	2014 and 2015 - Under 10 years
3.	Juniors	2012 and 2013 - Under 12 years
4.	Inters	2010 and 2011 - Under 14 years
5.	Seniors	2008 and 2009 - Under 16 years
6.	Super Seniors	2007 and before - Under 19 years

SN	Group	Events
1.	Below 8 Years	75 Mts, Hurdle Race, Standing Broad Jump, Basketball throw (Select any three)
2.	Sub Juniors	100 Mts., 200 Mts., Hurdle Race, Long Jump (Select any Three)
3.	Juniors	100 Mts., 200 Mts., 400 Mts, Long Jump, Shot Put ( 2Kg), (Select any Four)
4.	Inters	100 Mts., 200 Mts, 400 Mts, 800 Mts, Long Jump, shot put (3 kg) (Select any Four)
5.	Seniors	Triple Jump, 100 Mts, 200 Mts, 400 Mts, 800 Mts, 1500 Mts, Shot Put (4Kg), Long Jump, (Select any Four)
6.	Super Seniors	Triple Jump, 100 Mts, 200 Mts, 400 Mts, 800 Mts, 1500 Mts, Shot Put (4Kg), Long Jump (Select any four)

Signatures:



CHAIRMAN



DIRECTOR



PRINCIPAL



P.E TEACHER

Reviewed on: April 2025

Next review on: April 2026

School Stamp:

