



مدرسة جلوبال الإنجليزية- العين

GLOBAL ENGLISH SCHOOL – AL AIN

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Policy:	Physical Education and Sports policy
Date Published	January 2024
Evaluation & Review:	Reviewed in June 2025, August 2026, next review: August 2027
Rationale:	To help students to develop an appreciation of the necessity for sound understanding of the principles, practices and training that underpin improved performance, better health and well-being. Staying physically active and literate contributes to enhancing student health, wellbeing, and their confidence, competence, skills, attitudes, and behaviors to remain active for life.
Roles of Responsibility	BoG, SLT, Parents, students, PE Department, teachers, OHS Officer, school nurse

Physical Education and Sports policy

Global English School offers a well laid programme on Physical Education and sports aiming at the physical, social, cognitive and the psychological development of students across the school.

Physical Literacy Framework:

GES 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”

The backbone of the programme :

The school follows the **Cambridge International Physical Education syllabus that provides** learners with an opportunity to study both the practical and theoretical aspects of physical education. It is designed to encourage enjoyment in physical activity by providing learners with an opportunity to take part in a range of physical activities and develop an

understanding of effective and safe physical performance. This helps learners to develop an appreciation of the necessity for sound understanding of the principles, practices and training that underpin improved performance, better health and well-being.

The syllabus encourages learners to develop:

- knowledge, skills and understanding of a range of relevant physical activities
- an ability to plan, perform and evaluate physical activities
- an understanding of effective and safe performance
- an understanding of the role of sport and physical activity in society and in the wider world
- an excellent foundation for advanced study
- an enjoyment of physical activity.

Competitive Opportunities

GES shall provide opportunities for all students to participate in competition through PE or school sports via:

- Intra-school competitions, which should introduce all students to the benefits and enjoyment of participating and competing in sports.
- Inter-school competitions, which should provide opportunities for all students to take part in well-matched competitions against other schools.
- 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.
- GES shall offer students the opportunity to participate in all competitions organized by ADEK or other government entities.

Age appropriate programmes and activities:

Students of grades 1 to 8 are provided with 2 lessons per week while students of grades 9 to 12 are provided with one lesson per week.

The EYFS students are offered 2 PE lessons and 1 free zoning session per week.

Students of primary, lower secondary, secondary and advance levels are offered a wide range of activities and games such as athletics, football, basketball, volleyball, shuttle badminton, table tennis, physical exercises through various games and dance forms for motor skill development.

The students' abilities are assessed based on a comprehensive objective:

- Demonstrate knowledge and understanding of the theoretical principles that underpin performance in physical activity / sport.
- Apply knowledge and understanding of the theoretical principles to a variety of physical activities / sports, including the analysis and evaluation of performance.
- Demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities.

EYFS Students:

EYFS students are exposed to various age appropriate games with an objective of psycho-motor skill development. The free zoning sessions are basically aimed at giving freedom for the young children to choose activities of their liking, eg. Driving on a track, using play equipment specially designed for children, colouring with the nature, learning the concepts of planting, water splash, simple games and dances and so forth.

Facilities:

There are separate play areas for EYFS students and KS 1 students which are covered and flooring appropriate to their age. These include play equipment, driving tracks and cars and free zoning facilities.

Covered play area with basketball and volleyball courts are provided for the primary and secondary students. There is a turfed football pitch for the middle aged and senior students.

The multipurpose hall with air conditioning is used for physical education and related activities during the summer.

Separate Staff and segregated areas for Girls and Boys:

In case of students of grade 6 and above, PE lessons are conducted in segregated areas for boys and girls and male staff trains the boys and female staff guides the girls. Care is taken not to mix up the senior boys and girls during the PE lesson time.

After school activities:

GES offers a wide range of after school activities encompassing physical, intellectual and cognitive activities. These include basketball, football, volleyball, table tennis, shuttle badminton, various dance forms/performing arts and athletics. Intellectual activities such as chess, public speaking, Holy Quran recitation, art and craft etc. are also part of the after school activities.

Plans are on the way to include swimming, AI and Robotics (currently a club functions), music and musical instruments.

Opportunities provided:

There are within the school programmes in which students divided into four groups compete with each other.

The students are offered opportunities to compete with counter parts from other schools in various games and competitions at the regional and national level.

GES used to conduct an inter school basketball championship for the GES ever rolling trophy every year, which is disrupted due to the pandemic and will be resumed soon.

Students' team participates in the ADEK Cup competitions in various games and athletics every year. This notable event provides an opportunity for our students to compete with students from other schools at regional, zonal and national levels.

Ethara – Formulae 1 in Schools:

This national and international level competition provides students with the opportunity in a wide spectrum entailing organizing skills including getting sponsorships, designing skills, developing model cars and the racing concepts. Two teams from GES participate in this prestigious competition.

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

- GES shall make reasonable adaptations to the PE experience of gifted and/or talented students to provide them with sufficient challenges.
- GES 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.
- GES shall engage with local sports clubs or national sports federations to provide, where possible, talent identification, coaching master classes, officials, and venues for competitions.
- GES 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.

Minimum PE Time per Week:

GES 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).

- 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.).
- 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).

Use of School Sports Facilities

- GES may 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, GES shall ensure that access to the rest of the school is restricted.
- GES shall ensure that partners are aware of relevant ADEK policies and that they have all signed the school's Student Protection Policy.