

PE & SCHOOL SPORT POLICY

AMITY MISSION STATEMENT

It is our mission to create an engaging and challenging learning environment where students are encouraged to excel intellectually, academically and socially. We nurture our students' natural desires to learn with a personalised educational programme, project-based learning and guided enquiry. These 3 elements promote the development of independent thinking, critical analysis, emotional intelligence and essential communication skills.

Amity International School aims to serve all its pupils by preparing a diverse range of courses, programmes, resources and facilities that serve pupils' individual talents and interests and help them secure the best chance of success and happiness in both their professional and personal lives.

RATIONALE

Amity is committed to supporting pupils' holistic development by fostering physical activity throughout the day. During breaks and lunchtimes, supervised outdoor play encourages moderate to vigorous physical activity (MVPA). Our co-curricular programme offers diverse active sessions in the morning, lunchtime, and after school, ensuring pupils remain engaged, healthy, and balanced in their school experience.

PURPOSE

- To enable pupils to develop a lifelong passion for physical activity and sport
- Guide staff in developing programmes of study and inform practices to ensure we are aligned with the UAE's cultural expectations.
- This policy outlines expectations to ensure school practices adhere to the current legislation of the UAE.
- Ensuring all members of the community understand, respect and adhere to the requirements identified in the ADEK Cultural Sensitivity Policy.
- To enable pupils to develop a lifelong passion for physical activity and sport

RESPONSIBILITIES

PE Staff Responsibilities:

- Plan and deliver high-quality, inclusive PE lessons and co-curricular activities that meet the diverse needs of all pupils.
- Ensure lessons align with the school's curriculum map and health and safety guidelines, including risk assessments.
- Provide timely feedback and assessments to pupils and parents regarding progress, participation, and achievements.
- Model and promote values such as resilience, teamwork, and determination during lessons and sports activities.
- Maintain up-to-date knowledge and skills through regular CPD and ensure compliance with safeguarding and child protection policies.
- Monitor and record pupils' progress in physical competency testing and skills development.

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Students' Responsibilities:

- Participate actively in all PE lessons and school sports programmes with a positive attitude and willingness to learn.
- Respect peers, staff, and equipment, fostering a collaborative and supportive environment.
- Reflect on personal performance and set realistic goals for improvement in physical, social, and cognitive competencies.
- Follow the school's health and safety guidelines during PE lessons and sports activities.
- Embrace the school's values, demonstrating resilience, teamwork, and determination during activities and competitions.
- Take responsibility for maintaining personal fitness and engaging in a healthy lifestyle outside of school.

Parents' Responsibilities:

- Encourage and support their child's participation in PE lessons, co-curricular activities, and school sports events.
- Communicate any medical or personal needs that may affect their child's participation in PE or sports activities.
- Provide appropriate kit and equipment for their child, ensuring compliance with the school's PE uniform policy.
- Attend parent consultations and events to remain informed about their child's progress and involvement in school sports.
- Promote the importance of physical activity and a balanced, healthy lifestyle at home.
- Support the school's efforts to foster resilience, teamwork, and determination by reinforcing these values outside of school.
- Remain respectful during sports fixtures. Parents are encouraged to actively encourage and support the pupils but should refrain from coaching, giving tactical instructions, or reacting negatively to decisions or situations during games.

APPENDIX 1

PE Philosophy, Pedagogy and Curriculum

We have developed a layered 'movement for all' PE curriculum that develops fundamental movement skills and technical and tactical coordination. We assess using subjective and objective data to inform pupils and parents. We have also created the participation, choice, and performance model (PCP) that ensures a fun and challenging curricular/co-curricular programme to increase participation rates and school sports representation.

Our PE Department Philosophy focuses on three key areas:

- Health and well-being of all students.
- Develop a lifelong passion for physical activity and sport.
- Provide students with the knowledge, skills (competencies) and desire to make responsible choices that positively impact their lifestyle, sport and, most importantly, well-being beyond Amity.

PE: Curriculum, Pedagogy and Assessment

PE & Swimming Time Per Week:

Age Group	Physical Education (mins)	Swimming (mins)	Total (mins)
FS1 and FS2	40	40	80
Years 1 & 2	40	40	80
Years 3 – 6	80	40	120
Years 7 – 13**	80	Built into PE	80

**Cycle 3 (Years 11-13) becomes optional during exam preparation season

Unit of Work Reflections (Secondary)

Working at Grades are included on student reports to highlight the current grade they are on for a particular sport. The grade received at the end of each term is reflected of the sports they have studied during the term. Descriptions of how to achieve a particular grade are on the following link: [WAG Sport Descriptors](#)
 All students will have the opportunity to reflect on their performances in PE. During the reflections they will also comment on their knowledge about our physical competency and Amity 5.
[Student Reflections](#)

Curriculum Map

[2024-25 curriculum map - Copy.xlsx](#)

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APPENDIX 2

Reporting and Assessment

Reports – Skills for Success, attainment, atl

As part of our whole school report system, students in PE will receive the following per term: Working at Grade, Minimum Expected Grade, Attitude to Learning and Skills for Success. The skills for success in PE are Physical Wellbeing, Understanding of Tactics, and Skills and Technique.

[Skills for Success Guidance in Physical Education.docx](#)

Assessment within PE:

Physical Competency Testing

Physical competency testing is an essential component of the educational curriculum, aimed at assessing students' overall health, fitness, and physical abilities. Regular fitness assessments help ensure that students maintain an active lifestyle, develop physical skills, and are aware of their health status. These tests are structured to test five elements of their physical competency: running efficiency, push, pull, core strength and muscular endurance. The implementation of such testing, particularly at the primary and secondary school levels, provides valuable insights into students' progress and informs educators about areas needing improvement. Primary classes test four times per year, and secondary classes three times per year.

[Fitness Testing Document.docx](#)

Physical Literacy Framework

Physical: At Amity we assess pupils over five competencies: Power, Push, Pull, Core Strength and Running Efficiency. These have been developed to provide a holistic view of the pupils' physical competency and potential.

Reporting at Amity

During the reporting cycles, PE teachers will report on both PE and Swimming to give a holistic view of the pupil's levels of attainment. In the yearly reports teachers will also include qualitative feedback on the pupils' commitment to our school sport programme.

APPENDIX 3

Inclusion

To allow an inclusive learning environment a range of factors are considered in the planning of PE and the adaptation(s) that may or may not be required. All PE staff have access to:

- Gifted and talented register
- Pupils of determination register, including IEPs
- English as an Additional Language register
- Health records of students

Access to these registers and the adaptations suggested in these registers allow PE teachers to create an inclusive environment. If applicable this includes the support of teaching assistants or one-to-one support assistants. PE teachers also have access to parent communication tools and attend parent teacher consultations during the year to develop a broader picture of the pupil and how to include them within lessons.

Outside of lessons Amity provides opportunities for both recreational and competitive sport, enabling all pupils to extend their sporting experiences no matter the ability.

Social: We assess our pupils' use of tactics and understanding within PE, an aspect of this requires pupils to communicate with one another prior, during and after physical activity to reflect on their performance. This

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social interaction is inclusive of problem solving and critical thinking. As well as being part of the PE assessment, the social interaction of pupils in PE is encouraged and assessed through the whole school 'Amity Skills for Success' and department 'The Amity Five'.

Cognitive: While assessing tactics and understanding pupils' cognitive abilities for decision making and critical thinking is encouraged and discussed during PE lessons. Within gameplay scenarios pupils are regularly challenged to make decisions that require cognitive abilities, both independently and as a group.

Psychological: Pupils follow school values of determination, resilience and collaboration when engaging in PE. During PE, scenarios will regular occur; for example, recovering from an opponent scoring a point or having to demonstrate stamina over a longer running distance, where pupils are psychologically challenged in a positive manner within these values, and this is reflected on during PE lessons.

APPENDIX 4

COMPETITION

Purpose

provide inclusive, competitive experiences that develop resilience and determination.

Structure

Our Sport CCA's and competitions are designed with a holistic approach that goes beyond physical skill development. We aim to nurture each student's mental, emotional, and social growth through sports and physical activities. Our program encourages students to develop a balanced sense of well-being by fostering resilience, teamwork, leadership, and self-awareness. Competitions are integrated into PE and CCAs through informal PE games, internal house sports and external inter-school events. Local, national, and international competitions further develop pupils' skills and sportsmanship.

SCHOOL SPORT MODEL

Participation

Encouraging high levels of participation in our co-curricular sport programme

Choice

By providing them with a wide range of physical activities and sports to participate in with expert knowledge from dedicated PE teachers, sports coaches and common room staff teachers

Performance

Provide opportunities for competition in all areas of PE & Sport, including internal and external competitions. We also meet the needs of all pupils through initiatives such as the Elite Player Pathway (EPP) and our focus sport initiative. Through advanced training, access to expert coaching, and competitive opportunities, we aim to support students in reaching their highest potential. Our focus on elite performance combines rigorous physical preparation with mental resilience, sportsmanship, and a dedication to excellence.

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APPENDIX 5

Participation Report

Termly participation reports track activity levels by year, gender, and type of activity.

Health and Safety in PE & School Sport

The school's health and safety protocol for sport includes:

- Risk assessments for areas of use
- Risk assessments for range of activities
- [Injury protocol for PE & School Sport](#)
- [Warm Weather Policy](#)
- All PE teachers and coaches will receive relevant training in safeguarding and child protection. They will also be provided with a copy of the school's protection policy, which they must sign to confirm their awareness and understanding.

Teachers/Coach Eligibility

Teachers will be employed in line with ADEK employment guidelines and sufficiently qualified to teach Physical Education. To support our PE & Sport programme we will employ qualified coaches that meet the necessary criteria outlined in the ADEK Employment Policy. Additionally, we will look to use volunteers to support the programme and any that exists externally will go through the correct ADEK Employment Policy guidelines.

CPD

PE teachers will receive 75 hours of CPD per year in subject-specific training, improving pedagogy and skills, and to cover any other requirements applicable to teachers as per the ADEK Employment Policy. Coaches will be expected to maintain 25 hours of CPD specific to their area of delivery.

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