FUTURE LEADERS
International Private School
Madinat Zayed, Muroor Road - Branch 2

PE Policy

Review Date	July 2026
Next review Date	July 2027

Introduction

At Future Leaders International School – Branch 2, we believe that Physical Education is not merely a school subject, but a fundamental pillar in shaping the student's holistic character and a key factor in promoting physical, mental, and social wellbeing.

Maintaining regular physical activity and developing competence, fitness, and physical literacy help build students' confidence, initiative, leadership, and teamwork—empowering them to adopt an active, healthy, and sustainable lifestyle for life.

The school is committed to providing equitable opportunities for all students to actively participate in physical education and school sports within a safe, inclusive, and motivating environment that fosters challenge, creativity, and personal growth.

This policy aims to establish a clear framework that enhances the quality of PE practices and connects fitness, learning, and holistic wellbeing through purposeful programs that reflect the school's vision and educational mission.

Accordingly, the school ensures that its practices are fully consistent with Abu Dhabi's strategic vision to promote physical activity, improve public health, and support students' wellbeing and personal development—preparing them to become the leaders of tomorrow.

Scope

This policy applies to all students, teaching and administrative staff, and parents.

Responsibilities

- Leadership team: Overall supervision and accountability for policy implementation.
- Teaching and Administrative Staff: Support daily implementation and monitoring.
- Students and Parents: Adhere to policies and promote an active lifestyle.
- PE Lead/Coordinator: Responsible for leading, implementing, and monitoring the quality of PE and school sports programs and ensuring full compliance with ADEK requirements.

Purpose

The school aims to deliver a high-quality PE program that seeks to:

- Develop students' motor skills, knowledge, and understanding.
- Encourage regular participation in moderate to vigorous physical activity (MVPA).
- Promote fitness and mental wellbeing through enjoyable and competitive activities.
- Foster sports values such as teamwork, cooperation, fairness, and respect.
- Prepare students to adopt a healthy and active lifestyle for life.

- Enhance the professional capacity of PE teachers through continuous professional development.

School PE & Sports Policy

- Develop, implement, and review the PE and School Sports Policy periodically.
- Deliver the PE curriculum and school sports programs according to an approved plan.
- Implement the school strategy to achieve an average of 30 minutes of MVPA per student per day (and progress toward 120 minutes of PE per week).
- Engage parents, teachers, and students in awareness campaigns that promote active lifestyles.
- Monitor impact through classroom visits, participation rates, and assessment data analysis.

Staying Active

FLIS Branch 2 is committed to providing an active environment that enables students to engage in physical activity throughout the school day through:

- Safe and well-equipped spaces for structured and unstructured play.
- Short activity breaks during lessons.
- Organized break activities (football, basketball, handball, hockey, etc.).
- Encouraging physical activity during breaks under proper supervision for safety.
- Engaging families to promote active lifestyles through regular communication.

Inclusion & Equity

- All students participate in scheduled PE lessons.
- When participation is limited, alternative roles are assigned (referee, scorer, observer, etc.).
- Reasonable adjustments are provided in accordance with the student's Documented Learning Plan (DLP).
- Equal opportunities are ensured for girls, students of determination, and gifted or talented students.
- Compliance with ADEK's Co-Education Policy.

Participation in PE

- Sports uniforms are provided for all students.
- Activities are adapted to meet individual needs and abilities.
- In cases of medical absence, a parental note is required, and the PE Coordinator must be informed.

Physical Literacy Framework
The framework includes five core outcomes:

1. Enjoyment
2. Confidence
3. Competence
4. Knowledge
5. Understanding.

It is used to guide curriculum planning, enhance communication between teachers, coaches, and parents, and ensure students' progressive physical development.

Competition & Talent Pathways

- Promote values of integrity, determination, respect, teamwork, and sportsmanship.
- Organize intra- and inter-school competitions ensuring fairness and inclusion.
- Adapt competition formats to accommodate different ability levels.
- Connect talented athletes with official clubs and sports federations.
- Encourage participation in ADEK and community competitions.
- Hold an annual Sports Day offering diverse activities that showcase student skills.

Curriculum, Pedagogy & Assessment Content & Activities:

1. **Physical Education Curriculum (PE Curriculum)**

- The school develops, implements, and regularly reviews a written Physical Education curriculum that outlines a progressive sequence of targeted learning outcomes across various domains of physical education — physical, social, cognitive, and psychological — throughout the stages of student development.
- The school is committed to teaching, developing, and assessing students' progress in all identified learning outcomes within the curriculum, which include:
    - Skills: Fundamental movement skills, activity-specific skills, and transferable life skills.
    - Knowledge and Understanding: Knowledge related to sports activities and an understanding of the benefits and components of a healthy and active lifestyle (such as wellbeing, nutrition, sleep, and mental health).
    - Values and Behaviors: Determination, perseverance, diligence, honesty, passion, sportsmanship, respect, self-confidence, independence, and teamwork.
- The school ensures that lesson plans are sequential and systematically organized to support the continuous development of students' physical literacy, in full alignment with the school's PE curriculum.
- The school develops appropriate assessment tools to measure students' performance in Physical Education and uses the results to

enhance performance, guide lesson planning, and help students identify their next steps for improvement.
- The school encourages the use of inclusive teaching strategies and positive educational language in PE lessons, promoting the use of terms such as “moving,” “traveling,” “sending,” and “receiving” instead of “running,” “jumping, “throwing,” and “catching.”

2. Minimum PE Time Per Week

- The school provides, on average, no less than 60 minutes per week of scheduled Physical Education lessons for all students throughout the academic year, aiming to reach 120 minutes per week whenever possible.
- Most lesson time is devoted to active participation and practical exercises, while maintaining a balance between applied learning and limited theoretical instruction (such as learning rules and strategies).
- The minimum weekly PE time may be reduced during examination periods or due to weather conditions, provided that the school continues to meet the minimum physical activity requirements for students throughout the year.
- PE lessons for Kindergarten and Cycle 1 students are delivered in shorter and more frequent sessions to enhance progress and achievement, whereas higher cycles focus on deepening conceptual understanding and advanced skill application.
- PE may be made optional for Cycle 3 students during final examinations or while completing graduation projects.
- The school ensures that students’ progress and performance in Physical Education are included in the official academic performance reports, in alignment with the requirements of ADEK.

3. Content & Activities

FLIS Branch 2 offers a variety of engaging and developmentally appropriate activities across all grade levels, including:

- Team Games (e.g., football, basketball, handball)
- Net & Wall Games (e.g., badminton, volleyball, tennis)
- Strike & Field Games (e.g., baseball, cricket)
- Gymnastics and Dance
- Outdoor & Adventure Activities

4. Timetable Structure

- Two PE lessons per week (80 minutes in PreKG and KG students, 90 minutes per week in cycles 1 and 2 and 100 minutes per week in cycle 3),
- Student progress in PE is reflected in academic performance reports.

5. **Long-Term Curriculum Overview**

A long-term PE overview defines the units, activities, and expected learning outcomes for each semester, ensuring comprehensive curriculum coverage and alignment with ADEK standards.

6. **Pedagogy & Inclusive Language**

- Teachers are encouraged to use inclusive, movement-focused vocabulary (e.g.,"moving," "sending," "receiving") to promote engagement and clarity.
- Lesson structures should minimize sedentary time and maximize active student participation.

7. **Assessment & Documentation**

- Student performance is evaluated across four key domains: Physical, Cognitive, Personal, and Health.
- Evidence of student progress is collected through photos, videos, and work samples.
- Assessment results are used to inform lesson planning and ensure ongoing improvement in teaching and learning.

Health & Safety

- Mandatory safety training for all PE teachers and coaches.
- All staff must sign the Student Protection Policy.
- Annual risk assessments and regular equipment and facility inspections.
- Activity- and trip-specific risk assessments.
- Consider weather conditions, air quality, and hydration.
- Allow sports uniforms during hot or humid weather.
- Adhere to ADEK's Health & Safety Policy.

Uniform & Appearance:

- White polo shirt, navy pants, and sports shoes.
- No school shoes or jewelry during PE lessons.
- Long hair must be tied back; shoes may be removed indoors (e.g., gymnastics).
- PE teachers must wear sports attire during instruction.

Teachers & Coaches

- All PE lessons are taught by qualified and specialized teachers.
- Minimum of 75 annual CPD hours for teachers and 25 for coaches.
- Valid first aid certification for all PE staff.
- Compliance with ADEK policies on employment and student protection.
- Internal coaches must hold ADEK-approved or internationally recognized certifications.

Facilities & External Providers

- School facilities include a covered gym, football field, multipurpose courts, and active play areas during breaks.
- After-school sports clubs may be offered for a nominal fee.
- Certified external providers may deliver additional activities such as boxing, skating, Kinball, cycling, and dance.
- Valid ID and DBS/CRB checks are required before access.
- Quality monitored by the PE Coordinator for consistency.
- Community use of facilities is allowed under safety regulations and after signing the Student Protection Policy.

Policy Evaluation Indicators & Reports

The school systematically monitors the implementation and effectiveness of this policy through measurable indicators and regular evaluation cycles to ensure ongoing alignment with ADEK standards.

Performance Indicators

Area	Indicator	Source of Evidence	Frequency	Responsible
Daily Physical Activity	Average student MVPA minutes (including PE, morning exercises, and recess)	MVPA Tracking Sheet	Weekly	PE Lead
PE Delivery	Average weekly PE minutes per grade	Timetable	Termly	Heads of sections
Student Participation	% of students engaged in clubs, competitions, or extracurricular sports	Participation Logs	Termly	Activities Coordinator
Inclusion	% participation of Students of Determination compared to peers	DLP & PE reports	Termly	Inclusion Lead
Professional Development	PE teachers' annual CPD hours	CPD Tracker	Annual	HR / VP
Safety & Environment	Compliance with facility inspections and risk assessments	Safety Checklists	Termly	PE Lead

Evaluation and Reporting Cycle

- Monthly: The PE lead submits an MVPA and participation report to the leadership team.
- Termly: The leadership team reviews progress and provides feedback to ensure improvement.

FLIS Active School Initiative

In line with ADEK's goal to promote active lifestyles, the school has implemented the Active School Initiative, ensuring students remain physically active beyond PE lessons.
This initiative includes:

- Morning Exercises: Daily 10-minute physical activity during the morning assembly led by PE teachers with music.
- Active Breaks: Encouraging short movement and stretching activities during lessons.
- Break Engagement: Structured play and supervised mini-games during break times.
- Classroom Challenges: Light competitions and movement-based learning to promote concentration and fun.

These activities collectively support the 30-minute daily MVPA target, contributing to students' physical, mental, and social wellbeing.

Competitive and Community Sports Framework

The school provides equitable opportunities for all students to participate in internal and external competitions that promote teamwork, discipline, and sportsmanship:

- Intra-School Competitions: Regular class and house-level events to foster inclusivity.
- Inter-School Competitions: Representation in ADEK and community sports events.
- Partnerships: Collaboration with local clubs and sports bodies for talent identification.
- Gender Equity & Inclusion: Equal opportunities for all genders and students of determination.

Health & Mental Wellbeing

- Promote the principle "A healthy mind in a healthy body."
- Raise awareness about nutrition, sleep, and healthy habits.
- Enhance mental wellbeing through regular physical activity.

Continuous Improvement

The school reviews this policy annually to ensure continued compliance with ADEK requirements and reflection of inspection feedback.
The review focuses on maintaining high-quality PE provision, promoting wellbeing, and enhancing students' lifelong engagement in physical activities.