


**RAHA INTERNATIONAL SCHOOL**  
**KHALIFA CITY CAMPUS**

POLICIES

Policy title	PHYSICAL EDUCATION AND SCHOOL SPORTS POLICY
Policy number	KCC_POL_PE_01
Policy Version	2
Effective date	August 2024
Scheduled review date	August 2025

Approving Committee	Name	Signature
Principal	Abigail Fishbourne	

## **Rationale**

Raha International School Khalifa City Campus (KCC) is committed to its employees and students' health, safety, and welfare. Staying physically active enhances student health, well-being, confidence, competence, skills, attitudes, and behaviours to remain active for life.

## **KCC's Vision and mission for promoting physical health**

The KCC school's mission is to cultivate knowledge, courage, and connection. We believe in nurturing this statement through a comprehensive approach to integrating physical activity into our educational framework through the PE curriculum and our ECP sports programmes. Central to our strategy is promoting awareness regarding the vital role of physical activity and health across all stakeholders in our school community, including staff, students, and parents.

## **Staying Active**

KCC shall endeavour to facilitate student activity throughout the school day, aiming to achieve an average of at least 30 minutes per day of moderate- to vigorous-intensity physical activity (MVPA) within the school setting. This commitment entails several measures, including providing opportunities for active participation during breaks and recesses, ensuring safe spaces and equipped facilities for informal play, semi-formal, and formal physical activities.

Additionally, our flexible seating, breakout spaces, and the transitions in the secondary between subjects will assist in promoting reduced sitting time and encouraging movement during curriculum hours.

## **Inclusion**

KCC is dedicated to providing equitable opportunities for all students to engage in high-quality Physical Education (PE) and school sports. Every student is expected to participate in the designated PE class for their respective grade level, with provisions to accommodate any limitations that may hinder active involvement in specific activities. PE teachers are committed to reasonably adjusting lesson content and resources to ensure students with diverse learning needs can progress towards their learning objectives. All groups of students must have equal access to participate and compete in sports, ensuring a level playing field for all members of our school community.

## **Physical Literacy**

KCC has developed a physical literacy framework that describes outcomes related to movement for students. This framework supports PE teachers in planning their PE curriculum and school sports programmes. Teachers' planning is differentiated to individual or groups of students as necessary to support stage- and age-appropriate development.

## **Competition**

The KCC Values of knowledge, courage and connection support the development of the spirit of sports integrity and healthy competition. At KCC, we believe in teaching students the values of determination, resilience, diligence, honesty, passion, sportsmanship, respect, self-belief, independence, and teamwork, amongst others.

KCC reasonably adapts to the PE experience of gifted and talented students to provide them with sufficient challenges and opportunities to engage with the available competition. KCC engages with local sports clubs and recognises that talent pathways exist for all students. Competitive opportunities are available for all students to participate in through PE or school sports. KCC offers students the opportunity to participate in competitions organised by ADEK.

## **Teachers and Coaches**

KCC hires qualified PE teachers who meet the eligibility requirements for Subject Teachers as per the ADEK Staff Eligibility Policy. Coaches who do not meet the requirements of a Subject Teacher may assist the PE teacher in delivering PE, as per the ADEK Staff Eligibility Policy. Continuous Professional Development at KCC ensures that PE teachers receive 75 hours of CPD per year to improve pedagogy and skills.

## **Health and Safety**

PE teachers and coaches shall maintain accurate health and safety records of all incidents and actions during PE and school sports. PE teachers have a transparent process for dealing with incidents, including when and how to involve specialist personnel such as the school nurse. All staff undergo safeguarding training regularly.

Risk assessments on any new activities and all equipment (both fixed and portable) will be checked, maintained, and suited to the size and ability of the student by the HSE officer. Facilities will be regularly checked to ensure they are free from hazards

and safe for use, with a clear process for reporting and rectifying unsafe areas per the ADEK Health and Safety Policy.

The risk assessment filled out by staff 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. The PE teachers or head coach will 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.

Teachers and coaches shall ensure that students regularly hydrate and have access to fluids before, during, and after activities. In addition, KCC 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 and sunscreen).

### **Curriculum, Pedagogy, and Assessment**

KCC provides all students with two taught, timetabled PE per week across the school year. KCC has developed, implemented, and reviewed a written IB curriculum that identifies outcomes across domains of PE. This curriculum is explicitly taught and assessed. The curriculum promotes the development of:

- Skills: Fundamental movement skills, activity-specific skills, and transferable/life skills.
- Knowledge and Understanding: Activity-specific knowledge and understanding, as well as of the benefits and components of a healthy and active lifestyle (e.g., well-being, nutrition, sleep, mental health).
- Values and Behaviors: Determination, resilience, diligence, honesty, passion, sportsmanship, respect, self-belief, independence, teamwork.

As part of its commitment to fostering innovation and inclusivity, KCC will regularly review and expand its offerings to include emerging and non-traditional sports. This approach allows students to explore new activities, develop diverse skills, and broaden their understanding of physical activity. Opportunities to trial emerging sports will be integrated into the PE curriculum, extracurricular programs, and school sports events.

These efforts aim to engage a wider range of interests and abilities, ensuring all students find activities that resonate with their passions and potential.

## Community and Parental Engagement

KCC recognises the significant role parents, and the community play in fostering a culture of physical activity. To support this, the school will:

Provide regular updates and resources to parents on promoting active lifestyles at home.

- Collaborate with local sports organisations and clubs to enhance extracurricular opportunities for students.

By involving parents and the wider community, KCC aims to reinforce the importance of physical activity and health beyond the school environment.

### Revision Log

Date	Changes	Reviewed By
Jan 2025	Community and Parental Engagement section added	Anne Watkins
Feb 2025	Principal reviewed and signed	Abi Fishbourne