

Pakistan Islamia Higher Secondary School Sharjah



Physical Education Policy (2024-2025)



Healthy body, healthy mind

Introduction

PE promotes the healthy development of a child's body and their physical competence. It uniquely addresses the physical development aim of the curriculum and makes a significant contribution to the spiritual, moral, social and cultural development of young people. Through a high-quality physical education program, our pupils will become physically literate and develop the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport. The school provides opportunities for all pupils to become sports leaders where they can extend these skills further, alongside developing their self-esteem, sense of achievement and positive attitude about themselves.

Aims and Objectives of the Policy

We aim to enable children to become physically educated by giving them the opportunity to:

- ❖ To participate and develop physical competency in a wide range of physical activities that provide appropriate challenge with acceptable risk
- ❖ Develop their physical well-being through increased stamina, strength and suppleness and recognize the positive impact on their emotional well-being and health from engaging in physical activity on a regular basis
- ❖ Develop 'fitness for life' through promoting the health benefits of regular exercise.
- ❖ Foster a love for and enjoyment of being active.
- ❖ Ensure safe practice.

Scope

This policy applies to all students attending Pakistan Islamia Higher Secondary School Sharjah, regardless of race, age, ability or location and to all members of PIHSS (teachers, coaches, administrators, parents or guardians, volunteers).

Core Focus of Physical Activities

Maximizing the educational opportunities of all students

Use of appropriate modified sport, facilities and equipment

Physical activity experiences according to the age, maturity and ability levels

The emphasis on participation, development and improvement



Extra-curricular Activities and Community Links

Extra-curricular PE activities play an important role in the life of the school. They can extend and develop skills acquired during lesson time, promote the social aspects of sport and add a dimension to the school community. All students of K-12 have the opportunity to participate in extra-curricular activities throughout the year. The school also provides club opportunities to students that suit the needs and context of the school. We offer the following extra-curricular activities at PIHSS:

-  Cricket
-  Basketball
-  Football
-  Multi-skills Sports Club
-  Athletics

Age-Appropriate Opportunities and Key Focus

- Early Years (Ages 3–6)
- Focus: Fundamental Movement & Play-Based Learning
- Grades 1–4 (Ages 6–10)
- Focus: Skill Development, Teamwork, problem solving techniques and Confidence Building
- Grades 5–12 (Ages 10–18)

- Focus: Games, Fitness, Leadership, Professional coaching and Lifelong Activity to participate in interschool competitions.
- Daily PE periods

Learning, teaching and inclusion

- Teachers will adopt a range of teaching styles in order to engage all pupils in learning
- Long term plans have been reviewed and are in place. All areas have a scheme of work ensuring progression and variety throughout the school
- PE Curriculum ensures we can give every pupil the opportunity to experience success in learning.
- Adopting a flexible approach to take accounts of any gaps in learning and to meet individual needs, allowing all children to try different sports and activities with progression through the year groups
- Activities are designed to ensure physical and emotional safety
- Equipment and facilities are regularly inspected
- Lessons Plans accommodate varying abilities, ensuring all students can participate meaningfully
- Soft surfaces, safety padding, and clear space boundaries are used for students with balance or coordination difficulties
- Inclusive practices support students with physical, cognitive, or emotional challenges



Responsibilities of Teachers

Teachers adopt proactive approach to:

- ✚ Model positive attitudes toward physical activity
- ✚ Provide differentiated instruction to meet student needs
- ✚ Ensure safe and engaging environments
- ✚ Track and report student progress regularly

- ✚ Plan lesson as per 21st century skills
- ✚ Ensure PE Uniform rules are consistently followed
- ✚ Ensure risk assessments are completed for all activities, with specific consideration of individual needs



Responsibilities of Students

Students are expected to follow the PE rules and:

- ✚ Use no abusive language during game time
- ✚ In case of violation, student will not be allowed to have PE for one week
- ✚ Do not play football barefoot is not allowed
- ✚ Do not eat and drink tea in the playground
- ✚ Do not bring sports equipment
- ✚ Always carry your own water bottles
- ✚ Do not sit in cafeteria during PE period
- ✚ Do not carry iPad or school bag in the play-ground
- ✚ Avoid hanging and clinging on the basket of the basket ball
- ✚ Pupils are expected to work in a safe manner and know what this means

Health and Safety of Students

- ✚ It is essential to secure safe practice and to ensure that all routine procedures are agreed and consistently adhered to by all staff
- ✚ It is essential that pupils are taught skills and operates within appropriate ground rules to enable them to participate safely and confidently within PE
- ✚ All staff will plan their work with the safety of pupils in mind: support can be sought from the subject leader to ensure that this is the case and that risks have been assessed and are managed effectively

- ✚ The PE leader will ensure all outside agencies are appropriately qualified, risk assessed, mentored and that communication between outside agencies and school staff is clear

Impact of Physical Activities on Students

After understanding and implementing physical education it will ensure that:

- Children demonstrate a good understanding and interest in a broad range of sports
- Children have a sound understanding of the fundamental movement skills and can use actions and techniques with control and fluency
- All children will have a good understanding of map reading skills and are capable to work as a team to solve problems.
- The children have had opportunities to compete in many school tournaments across the UAE, implementing what they have learnt in a competitive setting

Provisions for the Pupils with Special Education Needs

PE activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. These include:

- ✚ PE is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation
- ✚ Most PE activities work well as class lessons and are appropriate for all children of any ability. Intervention through School Inclusion Team, leads to the creation of an Individual Education Plan (IEP) for children with special educational needs
- ✚ The IEP may include, as appropriate, specific targets relating to PE
- ✚ We enable all pupils to have access to the full range of activities involved in learning PE

- ✚ Where children are to participate in activities outside our school (a sports fixtures/festivals), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils

Provisions for Gifted and Talented Pupils

- ❖ Gifted and talented program includes:
- ❖ staff identification process of gifted and talented students to provide support, enabling them to reach their full potential in one or more of the following areas:
- ❖ athletics
- ❖ games
- ❖ gymnastics
- ❖ outdoor and adventurous activities

(Gifted = unique ability and Talented = potential to achieve high level)

Risk Assessment/Managing Risk

Good teaching and therefore safe teaching in PE are achieved where a balance between appropriate challenge and acceptable risk is illustrated and the likelihood of injury occurring is minimized. Anticipating possible risks can help in the planning of effective risk management strategies. A logical and structured approach to preparation, referred to as 'forethought', is an essential part of effective teaching, managing and learning. To achieve these aims:

- ✚ All our risk assessments can be found on the staff shared drive in risk assessment form
- ✚ Teachers in school are encouraged to carry out dynamic risk assessments prior to every PE lesson
- ✚ This involves a quick overview of the teaching environment and equipment, which is then matched with the planned lesson content to assess whether it is safe to proceed or use an alternative approach

During the thorough risk assessment of the school, which is carried out consistently (in line with the statutory requirements under the management of Health & Safety at work regulations)

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the Head of Section an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has specially allocated, management time in order to review evidence of the children's work and when possible undertake lesson observations of PE teaching across the school.

PIHSS Risk Assessment Form



Outdoor/Play area Risk Assessment

- **Date of Assessment:** from _____ to _____
- **Assessment Conducted by:**

Day of the Week	Safety Risks	Equipment and Materials Risks	General Risks	Comments
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Approval Signatures

Name	Title:	Date
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List of Safety Risks

Safety Risk	Equipment risk	General risk
Tripping hazards (cables or cords)	Malfunctioning swings	Lack of Adequate play resources
Slippery Floors	Inadequate Seating	Communication Breakdown
No Shades	Poor Corner guards	Distractions
Unsafe Electrical Outlets	Unstable Furniture	Lack of Accessibility for Students with Disabilities
Obstructed Emergency Exits	Gate lock	Sharp edges
Damaged Furniture	Water coolers	Allergens or Irritants in the Environment
NOTES:		