

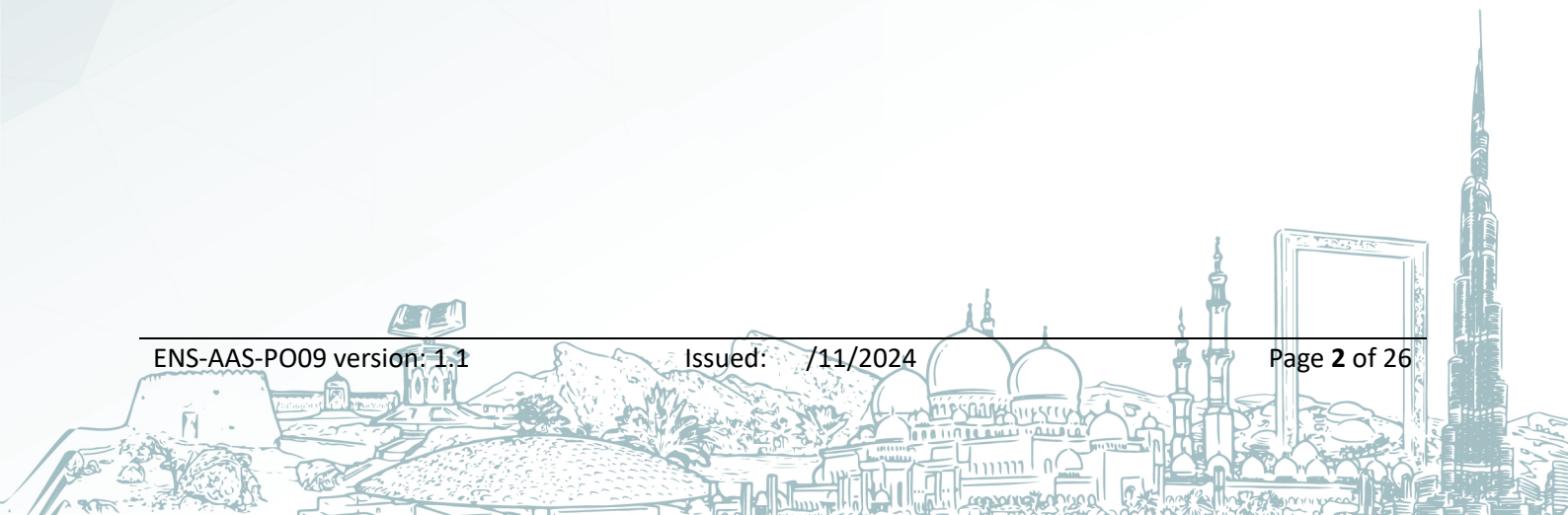
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Physical Education & School Sports Policy



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Vision and Mission of Emirates National Schools

Vision

Preparing future leaders through innovation in education and treasuring cultural heritage.

Mission

Emirates National Schools will provide students with educational programs that develop character, use technology to improve learning and prepare students to be leaders and community members.

IB Learner Profile Attributes

The Emirates National Schools are committed to supporting a system of guiding principles that will be used to arrive at a clear and accurate grading and reporting policy and procedures. We strive to prepare our students to be:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Introduction

Staying physically active and literate contributes to enhancing student health, wellbeing, and their confidence, competence, skills, attitudes, and behaviors to remain active for life. The role of schools in promoting physical activity and literacy through Physical and Health Education (PHE) and school sports is critical as they often provide students with their first exposure to organized sport. This policy lays out the basic requirements for the creation of a culture of engagement in physical activity at ENS system.

Purpose

- Sets out the school's vision, mission, strategy, and targets in promoting student physical health.
- Outlines how the policy will be implemented in schools through the PHE curriculum and school sports programs.
- Promotes awareness of the importance of physical activity and health to all stakeholders in the school community (staff, students, parents, etc.) and outlines their roles in achieving the policy's targets.
- Establish minimum requirements for the provision of PHE and school sports for all students.
- Promote the value of staying active for students throughout the day through structured and unstructured physical activity.
- Ensure that PHE and school sports cater for the individual needs of all students, including Students of Determination and Gifted and/or Talented students.
- Identify eligibility requirements for teachers and coaches to deliver PHE and school sports.
- Standardize minimum elements required in all schools' PHE curriculum (including pedagogy and assessment).



Definitions

Additional Learning Needs	Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).
Coach	A qualified professional, trained in professional coaching and sport-specific technical standards, who is responsible for organizing, planning, and implementing all or part of the school sports program.
Competition	A contest in which everyone who participates is aiming to win. Refers to sport and activities whereby students compete against others, or themselves, in ways that support their health and fitness.
Continuous Professional Development (CPD)	All activities undertaken by staff to improve their knowledge, skills, competencies, and performance on a regular basis. CPD includes in person training, online training (synchronous or asynchronous), coursework, short certificate and degree programs, mentorship programs, peer/ collaborative learning, academic conferences, research projects, observational visits, and community programs to share teaching best practices. CPD excludes planning hours and general staff meetings.
Documented Learning Plan	An umbrella term used to describe a range of ways of catering for the educational needs of individual or small groups of students with identified needs. It is primarily a teaching and learning planning document and identifies short to medium term educational outcomes. Documented plans may take a variety of forms, including Individual Education Plans (IEP), Individual Learning Plan (ILP), Individual Behavior Plans (IBP), Language Learning Plans (LLP), Temporary Disability Plans (TDP), Advanced Learning Plans (ALP), etc. Health and Safety Standard Precautions and safety measures to minimize any potential risk to students, to, from, and during PE and school sports.
Physical Activity	Any bodily movement produced by skeletal muscles that requires energy expenditure. Physical activity refers to all movement including during leisure time, for transport to get to and from places, or as part of a person's work. Both moderate- and vigorous-intensity physical activity (MVPA) improve health (WHO, 2020).
Physical Literacy	The motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life (IPLA, 2016). A physically literate person can draw on their physical competence, knowledge, and understanding to stay physically active and lead a healthy life, relative to their situation and context.

Physical Health Education (PHE)	The subject is concerned with developing students' physical literacy and their ability to use their literacy to perform in a range of activities for the progressive development of their physical health. PHE is planned, progressive learning (theory and practice) that takes place in a timetabled class with a documented curriculum that is delivered to all students by a qualified PHE teacher.
PHE Teacher	A PHE teacher is an educator responsible for delivering the health and physical education curriculum in a classroom or physical setting. Their primary focus is on providing students with knowledge, skills, and attitudes related to personal health, physical fitness, and overall well-being.
School Sports	All structured physical activities and learning that take place under the school's supervision beyond PHE. School sports include all physical activity conducted during school breaks and extracurricular activities. These activities are often competitive in nature and should adequately prepare all students for competition (in and beyond the school environment) and lifelong participation in sports and physical activity.

1. Staying Active

Holistic Activity Goal

Schools shall provide opportunities for students to be active throughout the school day to reach the target of averaging at least 30 minutes per day of moderate- and vigorous-intensity physical activity (MVPA) within the school setting (contributing to a daily goal of 60 minutes within the school and home settings). This should include:

1. Opportunities for students to be active during breaks and recesses, with safe spaces for activity, provision of equipment, and opportunities for students to engage in informal play as well as semi-formal and formal physical activity.
2. Initiatives involving optimizing the physical environment of classrooms and the whole school to reduce sitting time and encourage standing, walking, and moving during curriculum time.

3. Short, frequent activity breaks during classes allow students to stretch and, where possible, raise their heart rates and engage their core muscles.
4. Engagement with key stakeholders to increase awareness of broader sports programs within schools.
5. Attention to individual students or groups of students identified as the least active, without risking the possibility of their stigmatization, by providing additional support to increase their physical activity levels and engage more widely in PHE and sports.

2. Inclusion

Inclusive Participation

Schools shall provide opportunities for participation in high-quality PHE and school sports for all students.

1. All students shall participate in the designated PHE class for their grade level.
2. Where a specific activity or task limits a student's active participation, schools shall ensure that students are offered subject-specific alternative roles (e.g., team leader, referee, or score/record keeper).
3. Schools shall ensure that PHE teachers make reasonable adjustments to PHE lesson content and resources to enable all students to make progress towards the objectives in their documented learning plans (DLP), which should include specific recommendations to support learning in PHE.
4. Girls/young women, Students of Determination, and Gifted and/or Talented students shall have the same opportunities as their peers to take part in PHE and school sports, including participating and competing in intra- and inter-school sports, where appropriate.

3. Gender Considerations

Schools shall follow the gender requirements outlined by the educational authorities with specific attention to the clarification that schools are authorized to be coeducational up to and including Grade 4 unless the gender status conversion is authorized approved through the approved channels.

Class	Grades	Gender Status of School	Teacher/Adult Gender
PHE	PKG - KG	Coeducational	Female
	G1 – G4	Coeducational (Male)	Male
		Coeducational (Female)	Female
	G 5 - 12	Male Section	Male
		Female Section	Female
Swimming	PKG - KG	Coeducational	Female
	G1 – G4	Coeducational (Male)	Male
		Coeducational (Female)	Female
	G 5 - 12	Male Section	Male
		Female Section	Female

Changing Rooms and Spaces

- Changing rooms shall be separated by gender or their occupation shall be staggered to strictly ensure use by only one gender at any given time.
- For existing schools, bathrooms shall be separated by gender for all grades, except KG.
- Nudity is prohibited throughout the campus and schools shall ensure that students adhere to modest changing practices in changing rooms.
- Changing clothes to the level of undergarments or beyond is not permitted outside of designated changing rooms or spaces for any activity taking place on school premises.

4. Physical Literacy

Physical Literacy Framework

In alignment with the principles of Physical and Health Education (PHE) as guided by the Colorado State Standards, schools are expected to establish a physical literacy framework that reflects the holistic development of students across the PYP, MYP, DP and US programs. This framework should provide opportunities to spark interest in physical education, activity, and sport by helping students discover areas where they excel and find enjoyment. Alongside fostering physical competence, we can boost motivation, enhance confidence, and build knowledge and understanding. The goal is to develop physically literate individuals equipped with the skills, creativity, knowledge, and motivation needed to stay active throughout their lives.

This framework will support physical, social, cognitive, and psychological outcomes related to movement, catering to students at all developmental stages.

Core Outcomes of Physical Literacy:

1. **Enjoyment:** “I enjoy participating in sports and being active.” *Aligned with the PYP’s emphasis on fostering a love for learning and exploration through movement.*
2. **Confidence:** “I feel self-assured when exercising or playing sports.” *Reflective of the MYP’s focus on developing self-efficacy and resilience in students.*
3. **Competence:** “I find sports and exercise manageable and engaging.” *Supports the DP’s goal of cultivating mastery and skill development in various physical activities.*
4. **Knowledge:** “I understand the benefits of exercise and sports, including how to engage and enhance my skills.” *Incorporates the interdisciplinary nature of the PYP, MYP, and DP, emphasizing the importance of knowledge across all subjects. This could also include the cultural and global aspects of physical activities thus fostering intercultural awareness through the exploration of sports and movement practices from various cultures, deepening their global perspective.*
5. **Understanding:** “I can apply my skills and knowledge to explore new activities and maintain an active lifestyle throughout my life.” *Encourages lifelong learning and adaptability, key principles in all three IB programs.*



Implementation of the Framework

This physical literacy framework will serve as a foundational tool for PHE teachers and coaches across the PYP, MYP, and DP to design curricula and sports programs that meet the physical literacy outcomes specified by the Colorado State Standards.

In the PYP, PHE teachers and/or coaches will focus on play-based learning to instill a love for movement, while ensuring activities are developmentally appropriate.

In the MYP, PHE teachers and/or coaches will promote skill refinement and self-assessment, fostering both individual and collaborative learning experiences.

In the DP, PHE teachers and/or coaches will emphasize advanced skill development and strategic understanding, preparing students for lifelong engagement in physical activities.

Throughout the school, the nature of assessment is guided by the standards and nature of the IB framework being implemented such as criterion-based assessment in the Middle Years Program.

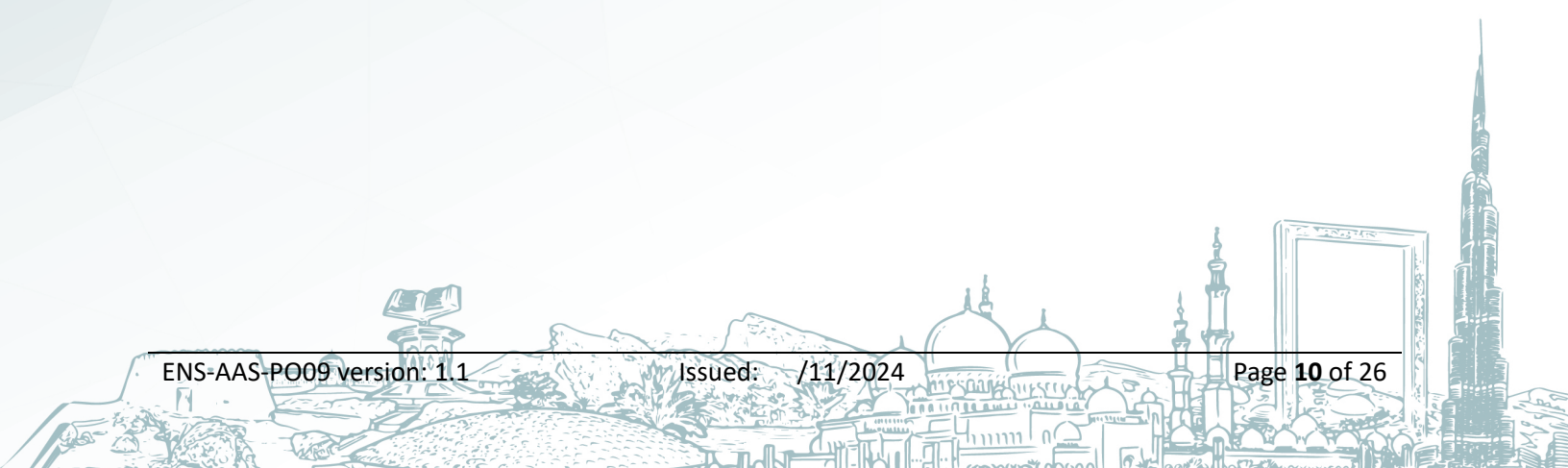
Furthermore, PHE teachers and coaches will prioritize the unique needs of individual students or groups, ensuring that all planning is tailored to support age- and stage-appropriate development while integrating social and emotional learning.

Schools will also engage in ongoing communication with educators, coaches, parents and students to foster a collaborative environment that highlights the importance of their roles in promoting students' physical literacy through PHE and school sports, thereby aligning with the overarching principles of the IB framework and promoting mentorship thus reinforcing the IB's community-based learning ethos.

5. Competition

Sports Integrity, Healthy Competition, and Values

A school's internal policy shall articulate their approach to fostering the development of the spirit of sports integrity and healthy competition, based on the values of determination, resilience, diligence, honesty, passion, sportsmanship, respect, self-belief, independence, and teamwork, amongst others.

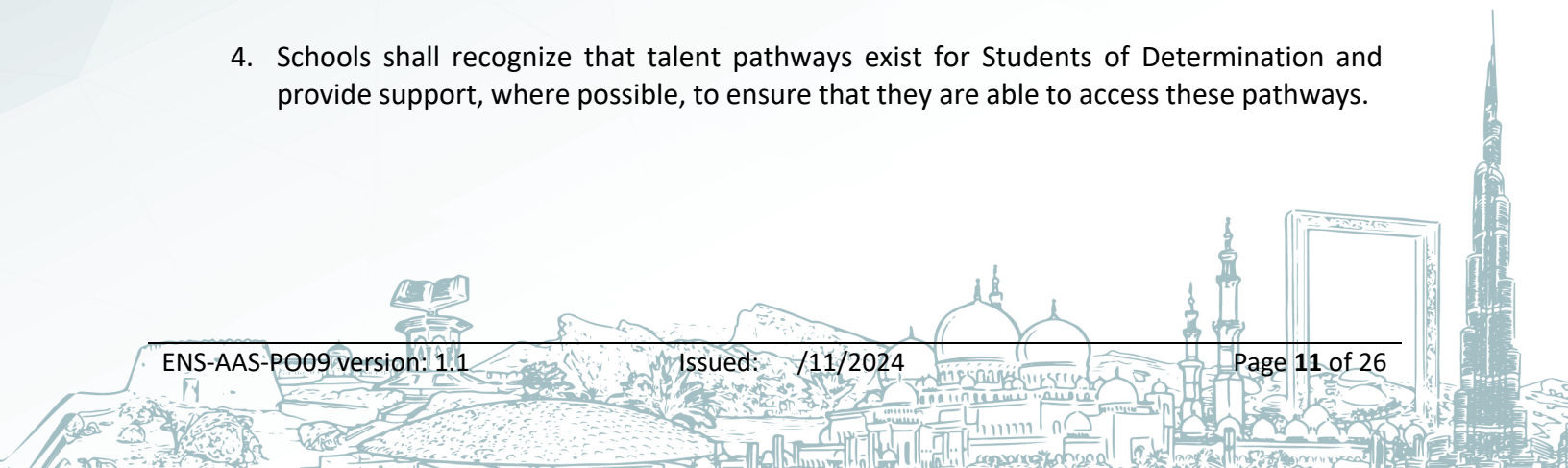


Competitive Opportunities

1. Schools shall provide opportunities for all students to participate in competition through PHE or school sports via:
 - a. Intra-school competitions, which should introduce all students to the benefits and enjoyment of participating and competing in sports.
 - b. Inter-school competitions, which should provide opportunities for all students to take part in well-matched competitions against other schools.
2. 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:
 - a. Adapting competitions to make them easier or more challenging.
 - b. Including competitions which provide additional formats to increase access to participation in a sport.
3. Schools shall offer students the opportunity to participate in all competitions organized by the regulatory authority governing each respective campus

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

1. Schools shall make reasonable adaptations to the PHE experience of gifted and/or talented students to provide them with sufficient challenges.
2. Schools 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.
3. Schools shall engage with local sports clubs or national sports federations to provide, where possible, talent identification, coaching masterclasses, officials, and venues for competitions.
4. Schools shall recognize that talent pathways exist for Students of Determination and provide support, where possible, to ensure that they are able to access these pathways.



6. Teachers and Coaches

PHE Teacher

Eligibility. Schools shall hire qualified PHE teachers that meet the eligibility requirements for Subject Teacher as per the Staff Eligibility Policy provided by the regulatory authority governing each respective campus.

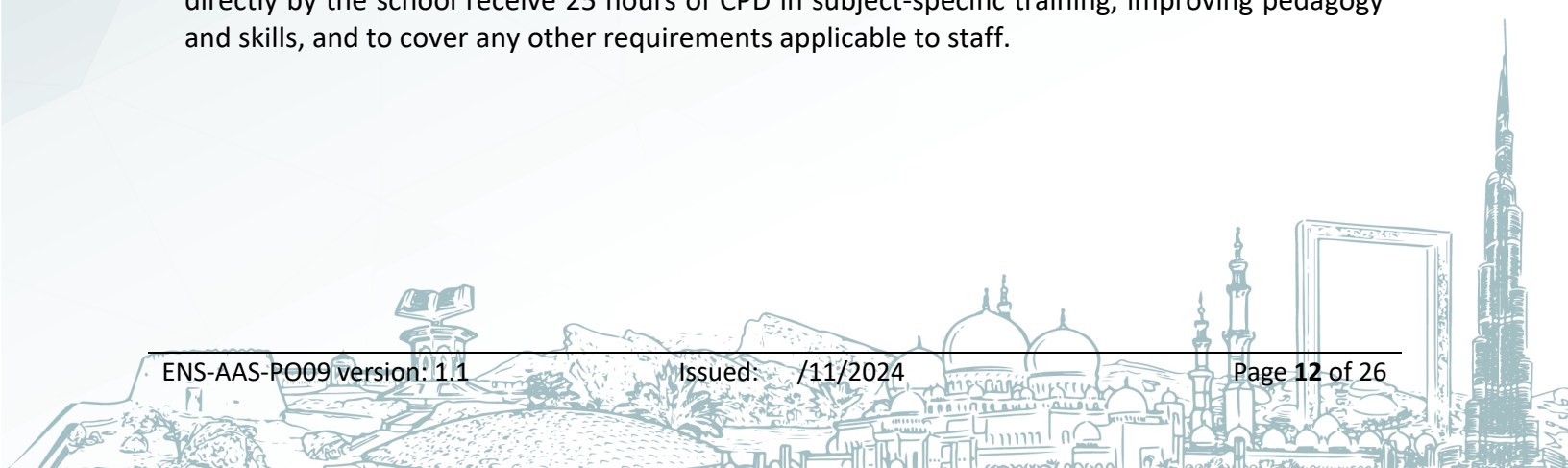
Continuous Professional Development (CPD). Schools shall ensure that PHE teachers receive 75 hours of CPD per year in subject-specific training, improving pedagogy and skills, and to cover any other requirements applicable to teachers.

Coach

Eligibility. Schools are authorized to hire coaches as per their discretion, including appointing any currently employed staff (e.g., existing administrators, teachers from other subject areas, and/or others who may be talented or interested in a specific sport or groups of sports).

- a) Coaches shall complete relevant regulatory authority's endorsed coach training or have an internationally recognized coaching award or license.
- b) Coaches provided by independent vendors shall have an internationally recognized coaching award.
- c) Coaches who do not meet the requirements of a Subject Teacher may assist the PHE teacher in delivering PHE, but they are not authorized to teach the subject on their own, unless teaching a highly specialized module within PHE or a highly specialized subject (e.g., dance, yoga) as an "Instructor".

Continuous Professional Development (CPD). Schools shall ensure that coaches employed directly by the school receive 25 hours of CPD in subject-specific training, improving pedagogy and skills, and to cover any other requirements applicable to staff.



7. Health and Safety

Health and Safety in PHE and School Sports

Schools shall adopt guidelines on minimum standards in student health and safety, including specific practice in PHE and school sports, and ensure all staff have regular mandatory training.

1. PHE teachers, coaches, and volunteers have signed the school's Student Protection Policy and have received relevant training.
2. Schools should have a clear process for dealing with incidents, including when and how to involve specialist personnel such as first aider. PHE teachers and coaches shall maintain accurate health and safety records of all incidents and actions that take place during PHE and school sports.
3. Schools shall ensure PHE teachers and coaches obtain mandatory **first aid training** certificates accredited and approved by UAE authorities. Schools shall have a clear process for dealing with incidents, including when and how to involve specialist personnel beyond that of a first aider.
4. Schools shall conduct risk assessments on any new activities sought, and all equipment (both fixed and portable) should be regularly checked, maintained, and be suited to the size and ability of the student (e.g., schools should follow equipment manufacturer restrictions on height, weight, age, etc.).
5. Schools shall regularly check their facilities to ensure they are free from hazards and safe for use with a clear process for reporting and rectifying unsafe areas.
6. Schools shall ensure PHE teachers and coaches are aware of students' medical conditions that could be potentially impacted by engaging in PHE 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.
7. Medical conditions should not permanently prevent a student's involvement in PHE and school sports. Schools should adjust the content of activities or modify equipment used, where possible, to minimize risk of injury.

8. Schools shall 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.
9. Schools shall ensure that students are regularly hydrating and have access to fluids before, during, and after activities.
10. Schools shall adopt measures for sun protection such as ensuring adequate opportunities for shade and adopting relevant school-based policies (e.g., suggestions for hats, sunscreen, etc.).
11. Schools shall show flexibility in hot/humid weather by allowing students the choice of wearing PE uniforms instead of regular uniforms (that may be thicker, longer and/or more layered).

8. PHE: Curriculum, Pedagogy, and Assessment

Integration of Colorado State Standards and IB Frameworks in Physical and Health Education

Curriculum Implementation

Schools shall explicitly teach, develop, and assess student progress across the comprehensive range of outcomes outlined in their curriculum, encompassing physical, social, cognitive, and psychological dimensions. This includes fostering the development of:

- a. **Skills:** Fundamental movement skills, activity-specific skills, and transferable life skills that align with the Colorado State Standards and support the holistic development emphasized in the PYP, MYP, and DP frameworks.
- b. **Knowledge and Understanding:** Activity-specific knowledge, as well as an understanding of the benefits and components of a healthy, active lifestyle. This includes essential aspects such as wellbeing, nutrition, sleep, and mental health, consistent with the interdisciplinary approach of the IB programs.
- c. **Values, Attitudes and Behaviors:** Core values such as determination, resilience, diligence, honesty, passion, sportsmanship, respect, self-belief, independence, and teamwork, which are integral to developing principled and caring individuals in the IB community.

Progressive Lesson Planning

Schools shall implement a systematic approach to progressive lesson planning that enables students to build physical literacy over time. This planning will be closely aligned with the school's PHE curriculum, ensuring a coherent progression that reflects the developmental stages outlined in the PYP, MYP, DP frameworks and US standards.

Technology Integration

Where possible schools should incorporate wearable fitness devices or mobile apps to track steps, activity levels, heart rate, or sleep patterns, use VR or AR to provide immersive experiences related to health and fitness, such as virtual tours of the human body, exercise simulations, or mindfulness environments. Additionally, schools shall provide opportunities for students work in groups to research, create presentations, or develop fitness plans collaboratively online and use tools that allow for instant feedback during or after activities, enabling students to understand their strengths and areas for improvement in real-time.

Sustainability Practices

Schools shall consider the following to reduce the environmental footprint and promote sustainable health and education practices.

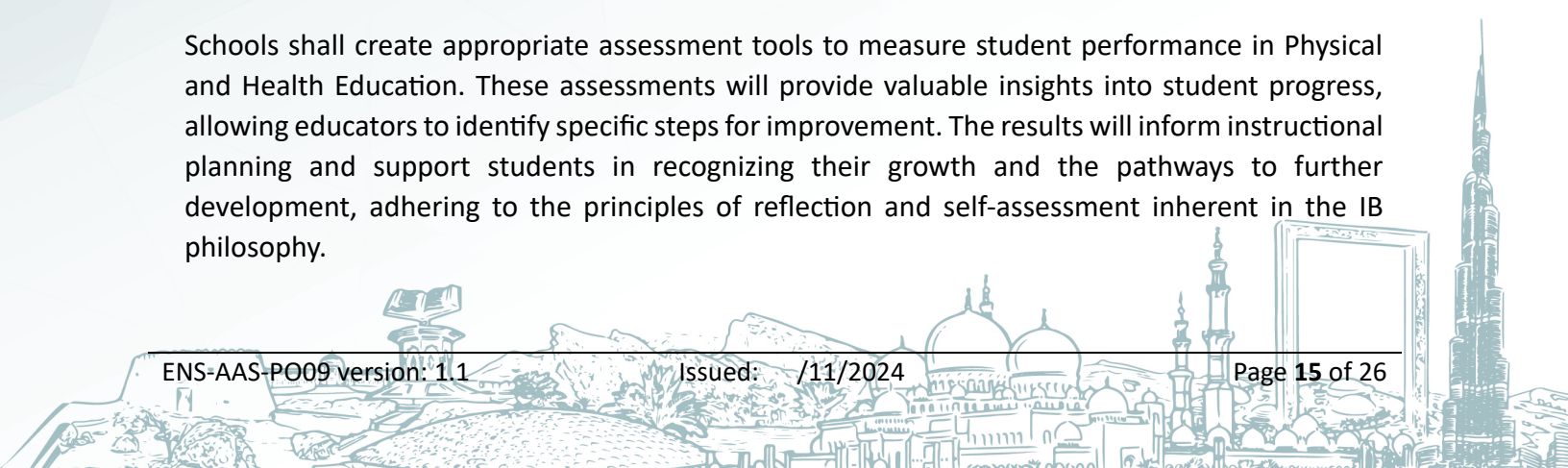
Optimize energy usage in PHE facilities through practices such as the use of energy-efficient lighting, heating, ventilation, and cooling systems.

Minimize water waste by installing low-flow fixtures, promoting mindful usage, and monitoring for leaks or excessive use. Limit single-use items in favor of reusable alternatives where feasible.

Where possible source materials and supplies from sustainable and ethical sources. Prioritize suppliers who demonstrate environmental responsibility, including the use of recycled materials. Partner with local vendors and service providers to reduce transportation emissions and support the local economy, especially in health and education-related resources.

Assessment Development

Schools shall create appropriate assessment tools to measure student performance in Physical and Health Education. These assessments will provide valuable insights into student progress, allowing educators to identify specific steps for improvement. The results will inform instructional planning and support students in recognizing their growth and the pathways to further development, adhering to the principles of reflection and self-assessment inherent in the IB philosophy.



Inclusive Pedagogical Approaches in Physical and Health Education

Schools shall employ inclusive pedagogical approaches and language that foster participation and understanding. This includes utilizing terms such as “moving,” “traveling,” “sending,” and “receiving” instead of more specific terms like “running,” “jumping,” “catching,” and “throwing.” This strategy aligns with the principles of inclusivity and accessibility found within the PYP, MYP, and DP frameworks.

[See Appendix A]

Minimum PHE Time Per Week

Schools shall provide an average of at least 60 minutes of taught, timetabled PHE per week across the school year to all students with an aim to provide up to 120 minutes of PHE per week where applicable for credits etc.

1. Students should be engaged in actual physical activity (practice) at least 50% of the total time allocated to PHE balanced by less physically active learning (engaging in “downtime”, learning about rules, theory, etc.)
2. Schools are authorized to occasionally reduce the minimum PHE time per week for events such as examination periods and prevailing weather conditions.
3. PHE 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).
4. Schools are authorized to make PHE optional for students in Cycle 3 for specific grade levels involved in preparing for high-stakes exams or meeting coursework requirements.

9. School Sports Facilities

1. Schools are authorized to 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).
2. When opening school facilities and all auxiliary spaces (e.g., changing rooms) to external users, schools shall ensure that access to the rest of the school be restricted.
3. Schools shall ensure that partners are aware of all relevant ENS policies and that they have all signed the school’s Student Protection Policy.

10. Monitoring and Evaluation

Schools shall develop and monitor internal indicators to evaluate the effectiveness of their PHE and School Sports Policy. Schools shall also report the below indicators, or any other data requested to the regulatory authority governing each respective campus as needed:

1. Schools shall develop a method for monitoring students' average MVPA/day as an indicator and report the actual indicator calculated, the method used, and its effectiveness in measuring MVPA.
2. Schools shall monitor their provision of PHE and report the average number of minutes taught per week across the school year to all students in each year group.
3. Schools shall track student participation in all sports events, extracurricular activities, competitions, etc., by keeping a roster of students for each.
4. Schools shall additionally track participation by Students of Determination and compare their participation levels with those of the whole school population.

11. Compliance

Failure to comply with this policy shall be subject to legal accountability and the penalties stipulated in accordance with the regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties Law or any other relevant law.



Appendix A

Inclusive Language in Physical and Health Education

This table provides a comprehensive list of inclusive language alternatives to traditional terms, promoting accessibility, participation, and inclusivity. These terms reflect the IB philosophy of inclusion and align with the Colorado State Standards by emphasizing broader movement concepts and reducing barriers to student engagement.

Inclusive Term	PYP Term	MYP Term	DP Term	Definition	Reason for Using Inclusive Language	Example Activity	How It Promotes Inclusion
Moving	Running	Cardiovascular Fitness	Aerobic Capacity	The skill of moving quickly on foot, engaging cardiovascular and muscular endurance. Improves overall stamina, speed, and heart health.	Encourages any form of physical movement, not limited to specific skills.	Creative movement sequence	Students can walk, hop, roll, or skip based on their comfort level.
Moving	Jumping/Leaping	Plyometrics	Vertical Power	The act of propelling the body upward or forward with force, involving muscle power and coordination, which enhances agility and lower body strength.	Encourages any form of physical movement, not limited to specific skills.	Creative movement sequence	Students can walk, hop, roll, or skip based on their comfort level.
Traveling	Walking, Jogging	Locomotor Skills	Spatial Awareness	The skill of moving	Focuses on spatial	Obstacle course	Allows students to

Inclusive Term	PYP Term	MYP Term	DP Term	Definition	Reason for Using Inclusive Language	Example Activity	How It Promotes Inclusion
				efficiently and effectively across space, incorporating various movement patterns such as walking, running, and skipping to explore an area.	exploration without restricting movement types.		crawl, shuffle, or wheel through obstacles.
Sending	Throwing; Passing	Projectile Motion	Motor Control	The act of launching an object through the air with the hands, requiring coordination, strength, and accuracy in direction and force.	Accounts for various methods of transferring objects.	Bean bag toss	Students can roll, toss, or hand off objects to teammates.
Receiving	Catching	Hand-Eye Coordination	Reflex Development	The skill of receiving and controlling an object in motion, particularly with the hands, which develops fine motor skills and quick reaction times.	Accommodates different ways of collecting objects.	Balloon relay	Students can trap, grab, or block the balloon instead of catching it traditionally.
Balancing	Standing Stills; Posing	Stability	Equilibrium	The ability to maintain a controlled	Encourages stability without	Balance challenge	Students can balance on one foot, use

Inclusive Term	PYP Term	MYP Term	DP Term	Definition	Reason for Using Inclusive Language	Example Activity	How It Promotes Inclusion
				body position during movement or stationary poses, developing core strength and coordination.	favouring specific positions.		a balance board, or use props.
Striking	Hitting, Kicking	Lower Body Coordination	Force Application	Using the foot or leg to strike an object, improving leg strength, balance, and accuracy. A critical skill in many team sports.	Broadens the concept to any controlled impact-based movement.	Batting practice	Students can use hands, rackets, or soft paddles.
Guiding	Steering, Dribbling	Directional Control	Pathfinding	The ability to control and guide an object or oneself toward a designated area, often involving coordination, awareness, and precision.	Allows for flexible ways of controlling movement objects.	Dribbling drill	Students can use hands, feet, or adapted tools to guide the ball.
Flowing	Dancing	Fluid Motion	Movement Quality	The ability to move in a connected, uninterrupted manner, emphasizing control, grace, and	Focuses on smooth movement and rhythm without requiring specific dance steps.	Dance exploration	Students can move freely to music, following their own rhythm.

Inclusive Term	PYP Term	MYP Term	DP Term	Definition	Reason for Using Inclusive Language	Example Activity	How It Promotes Inclusion
				rhythm in physical activities such as dance or yoga.			
Carrying	Lifting, Holding	Lifting and Carrying	Body Mechanics	Lifting and transporting objects carefully and effectively, learning proper techniques for balance, strength, and safety.	Promotes participation in weight-bearing activities without pressure to lift specific weights.	Partner carry	Students carry objects or assist each other in various ways.
Rolling	Somersaulting	Rolling Techniques	Core Control	Moving the body or an object along a surface in a continuous motion, often used in gymnastics and involving spatial awareness and control.	Focuses on any circular body movement.	Gymnastics station	Students can roll sideways or forward, adapting based on their skill level.
Climbing	Scaling	Moving Vertically	Functional Strength	The ability to ascend or descend objects or surfaces, enhancing upper and lower body strength, coordination, and confidence.	Encourages upward movement with varied techniques.	Climbing wall	Students can climb, crawl, or use support harnesses.

Inclusive Term	PYP Term	MYP Term	DP Term	Definition	Reason for Using Inclusive Language	Example Activity	How It Promotes Inclusion
Exploring	Sprinting, Racing	Discovering Movement	Self-Exploration	Engaging in various physical activities to discover new ways of moving, supporting creativity, problem-solving, and adaptability.	Reduces competition and focuses on individual progress.	Scavenger hunt	Students explore the space at their own pace, collecting items or clues.
Targeting	Aiming, Shooting	Precision Skills	Accuracy Focus	Developing the ability to aim at a specific target, improving hand-eye coordination and control, often used in sports like archery or basketball.	Includes any action toward a goal or target.	Target toss	Students aim soft balls, bean bags, or paper airplanes at a target.
Swinging	Throwing, Hitting	Momentum Control	Kinetic Awareness	Utilizing the body's momentum to move in a swinging motion, important in activities like gymnastics, developing core strength and timing.	Broadens the concept of rotational movement.	Swinging drill	Students can use ropes, clubs, or bats to practice swinging motions.
Bouncing	Dribbling	Rebound Control	Plyometric Skills	The ability to repeatedly apply force to the	Emphasizes rhythmic control rather than	Basketball drill	Students can bounce the ball with varying

Inclusive Term	PYP Term	MYP Term	DP Term	Definition	Reason for Using Inclusive Language	Example Activity	How It Promotes Inclusion
				ground to create upward motion, improving lower body strength, coordination , and agility, often used in sports training.	specific dribbling skills.		intensity or rhythm.
Reaching	Stretching	Flexibility Exercises	Range of Motion	The ability to move joints and muscles through their full range, reducing injury risk and supporting various physical activities.	Focuses on extending the body in any way that is comfortable.	Yoga session	Students reach in different directions without specific poses.

Alignment with the IB Program Framework

IB Program	Focus in Physical Education	Connection to Inclusive Practices
PYP	Emphasis on play-based learning and exploration.	Activities are flexible, promoting curiosity and enjoyment for all students.
MYP	Focus on skill refinement and self-assessment.	Opportunities for students to reflect on their personal progress.
DP	Development of advanced skills and lifelong engagement in physical activity.	Ensures students of all abilities can pursue meaningful physical activities aligned with their interests.

Crosswalk of Terms

Universal Team Term	PYP Term	MYP Term	DP Term	Definition
Self-Management	Self-Management	Personal Growth	Self-Regulation	The ability to monitor, evaluate, and adjust one's own behavior, emotions, and thoughts in a healthy, productive manner to achieve goals and maintain well-being.
Team Collaboration	Working Together	Teamwork	Group Dynamics	Skills required for effective team collaboration, communication, and contribution toward shared goals in diverse group settings.
Active Lifestyle	Being Active	Physical Engagement	Lifelong Fitness	Participating in physical activities consistently to maintain health and wellness across the lifespan, promoting physical and mental benefits.
Personal Identity	Self-Awareness	Personal Identity	Self-Understanding	Recognizing and respecting one's own uniqueness, strengths, and development areas in the context of personal, social, and cultural backgrounds.
Mental Health	Emotional Health	Well-being	Mental Wellness	Focus on understanding and managing emotions, stress, and mental health challenges to promote resilience and healthy coping strategies.
Healthy Choices	Balanced Choices	Health Literacy	Informed Decision-Making	Understanding and making informed decisions about nutrition, exercise, and lifestyle choices that contribute to overall well-being.
Movement Competence	Body Control	Motor Skills	Physical Proficiency	The ability to use various body movements effectively, including coordination, strength, and agility, to engage in physical activities safely and skillfully.
Intercultural Respect	Respecting Diversity	Global Awareness	Cultural Sensitivity	Developing respect and understanding for cultural differences, promoting inclusivity and fairness in all group and social interactions.

Social Responsibility	Social Awareness	Ethical Participation	Civic Responsibility	Understanding the impact of one's actions on the community and environment and making choices that support equity, inclusivity, and sustainability.
Risk Assessment	Safety Awareness	Risk Management	Personal Safety	Recognizing and evaluating risks in physical and social situations and making responsible choices to ensure personal and collective safety.
Goal Setting	Personal Goals	Self-Motivation	Achievement Planning	The process of setting, working toward, and achieving personal, academic, or athletic goals, which includes developing perseverance and resilience.
Coordination	Moving in Sync	Timing and Precision	Movement Efficiency	Synchronizing various body parts to move efficiently and accurately, important in activities that require complex movements like dance or team sports.
Agility	Quick Changes	Agility Training	Reaction Adaptability	The capacity to move quickly and easily, adapting movement direction in response to stimuli, improving reaction speed and flexibility.
Strength Training	Building Muscle	Resistance Training	Muscular Conditioning	Exercises focused on increasing muscle power, endurance, and strength, supporting overall body conditioning and physical resilience.
Coordination with Tools	Using Equipment	Skillful Handling	Equipment Mastery	Developing precision and control in using sports equipment, such as bats, rackets, or jump ropes, which enhances fine motor skills and equipment familiarity.
Endurance	Staying Power	Stamina Training	Cardiovascular Endurance	The ability to sustain physical activity over extended periods, critical for sports requiring prolonged effort and energy management.
Swimming	Water Skills	Aquatic Proficiency	Lifelong Aquatics	Mastery of movement and breathing techniques in water, developing full-body coordination, endurance, and safety skills.
Gymnastics Skills	Body Control	Gymnastics Movements	Body Kinetics	Developing body awareness, balance, and precision in movement through gymnastics, which enhances control, strength, and flexibility.
Team Tactics	Playing Together	Strategy and Positioning	Group Dynamics	Skills involving strategic movement, positioning, and communication for effective team coordination, critical in team sports like soccer, basketball, and hockey.

Monitoring, Evaluation and Review

The Policy is reviewed once a year or as needed when changes occur that require evaluation and review.

Roles and Responsibilities

Responsibilities & Role	Party/parties
Policy adoption	Director General
Policy certification	Education Director
Policy Preparing, Reviewing	Education & Strategic Planning
Policy Implementation	Teachers, School Administrators and Campus Directors

إعداد قادة المستقبل

Preparing Future Leaders

