



AUSTRALIAN SCHOOL OF ABU DHABI

PHYSICAL EDUCATION AND SCHOOL SPORTS POLICY

1. SCHOOL VISION

Australian School of Abu Dhabi (ASAD) fosters globally minded graduates through inclusive education, nurturing a sense of belonging, understanding, and respect. We empower students with skills, empathy, and awareness to contribute locally and globally.

In alignment with this vision, the *Physical Education and School Sports Policy* at ASAD supports the development of confident, capable, and connected individuals. Our inclusive, student-focused program promotes enjoyment, lifelong healthy habits, and resilience. Through meaningful physical activity, students build teamwork, motivation, and a sense of fair play, preparing them to contribute positively to local and global contexts.

2. SCHOOL MISSION

Australian School of Abu Dhabi (ASAD) provides a diverse curriculum with global perspectives to all students. We foster inclusion, embrace diversity, promote understanding, and empower students to excel academically and socially. Our commitment to inclusivity ensures every student feels valued and supported.

In alignment with this mission, ASAD's *Physical Education and School Sports Policy* is inclusive, engaging, and developmentally appropriate, enabling all students to participate with confidence. The program fosters physical literacy by integrating physical, social, emotional, and cognitive skills, promoting lifelong health and wellbeing. Through meaningful activity, students build motivation, responsibility, and a strong sense of belonging, reflecting ASAD's commitment to holistic, inclusive education.

3. INTRODUCTION

At Australian School of Abu Dhabi (**ASAD**) we recognise that physical activity and physical literacy are integral to the holistic development of our students. Staying active not only promotes physical health and wellbeing, but also builds the confidence, competence, and motivation students need to develop lifelong habits of movement and healthy living. As an IB World School, we are committed to fostering balanced learners who understand and value physical activity as a key component of a well-rounded education.

Physical Education (PE) and school-based sports provide students with their first structured and purposeful experiences in physical activity, which are essential in shaping attitudes, behaviours, and skills related to active living, resilience, collaboration, and goal setting. Our approach aligns with the Abu Dhabi Department of Education and Knowledge (ADEK)'s *Physical Education and School Sports Policy* and the *Abu Dhabi Sports for All Policy* (DCD, 2024), both of which emphasise the importance of delivering inclusive, developmentally appropriate, and equitable access to high-quality physical activity in schools.

Additionally, our Physical Education program is informed by the *Australian Physical Literacy Framework* (2019), which guides us in developing physically literate students who are equipped to integrate their physical, psychological, social, and cognitive abilities to support lifelong health and wellbeing. By focusing on developing a broad range of skills, we ensure that all students, regardless of ability or background, have opportunities to succeed in physical activity.

This policy outlines the core expectations and practices necessary to establish a culture of active participation at ASAD, ensuring that all students, regardless of ability, background, or learning need are encouraged and empowered to lead healthy, active lives. It reinforces our commitment to student wellbeing, lifelong physical

literacy, and the integration of physical activity into daily school life through structured PE lessons, extracurricular sports, and unstructured play opportunities.

4. PURPOSE

The purpose of this policy is to establish a clear and consistent framework for the provision of Physical Education (PE) and school sports at Australian School of Abu Dhabi (ASAD), in alignment with *Abu Dhabi's Sports for All Policy (DCD, 2024)*, ADEK's *PE and School Sports Policy* and the International Baccalaureate (IB) philosophy of holistic education. This includes fostering the development of physically literate students who value balanced lifestyles, understand the importance of health and wellbeing, and build the confidence, competence, and motivation needed to remain active throughout life. It also promotes inclusive, developmentally appropriate, and engaging physical activity that enhances students' physical, psychological, social, and cognitive growth.

Furthermore, this policy supports the development of IB Learner Profile attributes such as balance, perseverance, and collaboration by encouraging meaningful participation in physical activity and sport. It reinforces ASAD's commitment to inclusion, wellbeing, and the provision of high-quality, student-centred experiences that prepare students to thrive both locally and globally.

This policy aims to:

- Establish minimum standards for the delivery of PE and school sports that apply to all students, ensuring equity of access and opportunity.
- Promote the value of regular physical activity throughout the school day by encouraging both structured (timetabled PE, sports training) and unstructured (active play, movement breaks) forms of participation.
- Require the development of an internal school policy and a comprehensive physical literacy framework to guide the design, implementation, and evaluation of PE and school sport programs.
- Ensure inclusivity by providing for the diverse needs of all learners, including students with additional learning needs and those identified as gifted and/or talented in sport.
- Clarify eligibility requirements for staff involved in the delivery of PE and school sports, including minimum qualifications for teachers and coaches.
- Standardise essential elements of the PE curriculum across the school, including core components of pedagogy, assessment practices, and skill development benchmarks.

Through this policy, ASAD commits to fostering a culture that values physical activity, encourages lifelong wellness, and develops physically literate individuals prepared for active, balanced lives

5. SCOPE

This *Physical Education and School Sports Policy* applies to all ASAD students across all year levels and covers the planning, delivery, and evaluation of Physical Education (PE) and school sports during curricular and co-curricular hours. It outlines expectations for PE teachers, classroom staff, school leaders, students, and parents in promoting inclusive, high-quality physical activity.

It also applies to ASAD organised sports, inter-school competitions, break-time play, and physical activities delivered by external providers.

6. DEFINITIONS

TERM	DEFINITION
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 organising, 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 supports 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	A plan which outlines any personalised learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.
Health and Safety	Requirement for schools to ensure that students, staff, contractors, sub-contractors, relevant stakeholders, and visitors are kept safe and healthy in school and school-related activities.
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 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	Physical literacy is lifelong holistic learning acquired and applied in movement and physical activity contexts. It reflects ongoing changes integrating physical, psychological, social and cognitive capabilities. It is vital in helping us lead healthy and fulfilling lives through movement and physical activity. A physically literate person is able to draw on their integrated physical, psychological, social and cognitive capabilities to support health promoting and fulfilling movement and

	physical activity – relative to their situation and context – throughout the lifespan.
Physical Education (PE)	The subject 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. PE 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 PE teacher.
School Sports	All structured physical activities and learning that take place under the school’s supervision beyond PE. 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.

7. POLICY

1. School-Based PE and School Sports Policy

1.1 Policy Requirements: ASAD will develop, implement, monitor, evaluate, and review a *Physical Education and School Sports Policy* that includes the following elements:

1. Sets out ASAD’s vision, mission, strategy, and targets in promoting student physical health.
2. Outlines how the policy will be implemented at ASAD through the PE curriculum and school sports programs.
3. Sets out ASAD’s strategy to meet the target of having each student engage in a daily average of at least 30 minutes of moderate- to vigorous-intensity physical activity (MVPA) through PE and school sports.
4. 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.

2. Staying Active

2.1 Holistic Activity Goal: ASAD will provide opportunities for students to be active throughout the school day to reach the target of averaging at least **30 minutes** per day of MVPA within the school setting (contributing to a daily goal of 60 minutes within the school and home settings). This includes but is not limited to:

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. Optimisation of the physical environment of classroom layout and the whole school environment to reduce sitting time and encourage standing, walking, and moving during learning.
3. Short, frequent activity breaks during classes and changeovers to allow students to stretch and, where possible, raise their heart rates and engage their core muscles.

4. Daily opportunities for students in KG 1 and KG 2 to have structured physical activity sessions or outdoor learning that blends guided movement experiences with unstructured, exploratory physical play.
5. A diverse and inclusive Physical Education curriculum offering a broad range of physical activities that allow students to explore personal interests, develop physical literacy, and enjoy movement.
6. A variety of after-school sports clubs and co-curricular physical activity opportunities that cater to a wide range of interests and abilities, fostering participation, enjoyment, and skill development.
7. Regular training sessions and school sports teams that provide students with opportunities to prepare for and participate in interschool and community-based competitions.
8. Recognition and celebration of student achievements in sport and physical activity, both in and out of school, to build motivation and promote a positive culture of active living.
9. Engagement with key stakeholders and community partners, including sports councils and external providers, to broaden student access to programs, facilities, and events that promote physical activity.
10. Structured and unstructured physical activity options embedded in the school day beyond PE, including classroom movement tasks, active transitions, and optional student-led movement initiatives.
11. Proactive support for students identified as less physically active or with health concerns, through targeted encouragement and inclusive strategies that build confidence without stigmatisation.
12. Active engagement with families to promote physical activity beyond the school day, through education, communication, and access to broader community opportunities and health promotion programs.
13. Student input and voice in shaping physical activity offerings across the curriculum and co-curricular programs, to ensure relevance, engagement, and increased participation.
14. Engagement with key stakeholders to increase awareness of broader sports programs within schools.
15. Attention to individual students or particular groups of students identified as the least active, without risking the possibility of their stigmatisation, by providing additional support to increase their physical activity levels and engage more widely in PE and sports.

3. Inclusion

3.1 Inclusive Participation: ASAD will provide opportunities for participation in high-quality PE and school sports for all students.

1. All students will participate in the designated PE class for their grade level.
2. Where a specific activity or task limits a student's active participation, ASAD will ensure that students are offered subject-specific alternative roles (e.g., team leader, referee, or score/record keeper).
3. ASAD will ensure that PE teachers make reasonable adjustments to PE lesson content and resources to enable all students to make progress toward the objectives in their documented learning plans (DLP), which should include specific recommendations to support learning in PE.

4. Girls/young women, students with additional learning needs, student who are the least active, and gifted and/or talented students will have the same opportunities as their peers to take part in PE and school sports, including participating and competing in intra- and inter-school sports, where appropriate.

4. Gender Considerations

4.1 Gender Considerations: ASAD will adhere to gender specifications and requirements outlined in the *ADEK School Coeducation Policy*.

5. Physical Literacy

5.1 Physical Literacy Framework: In line with the *Australian Physical Literacy Framework (Sport Australia)*, ASAD will establish a whole-school Physical Literacy Framework that supports the development of physical, cognitive, social, and psychological capabilities related to movement across all age groups. The framework will support students' progression through each stage of their physical development and promote lifelong engagement in physical activity. It will be used to guide teaching, assessment, and reflection in PE and school sports programs. The framework will be underpinned by the following five key outcomes:

- **Enjoyment** – *"I enjoy being active and having fun through movement and sport."*
- **Confidence** – *"I feel confident when moving, exercising, or playing sport."*
- **Competence** – *"I have the skills and ability to participate successfully in different physical activities."*
- **Knowledge** – *"I understand the benefits of physical activity and know how to improve my fitness, skills, and wellbeing."*
- **Understanding** – *"I can apply my knowledge and skills to new activities and recognise how physical activity can be part of a healthy lifestyle throughout my life."*

5.2 Guiding Principles for Physical Literacy at ASAD: The following guiding principles underpin ASAD's application of the *Australian Physical Literacy Framework (Sport Australia 2019)* and shape our vision for movement and physical development across the school:

- Every student has the capacity to learn and grow through movement and physical activity. We recognise that physical literacy is a lifelong journey that supports holistic development.
- Students develop at different rates and in diverse ways. Our approach to physical literacy is flexible and inclusive, encouraging progress at an individual pace without comparison to others.
- Physical literacy is fostered not only through sport but also through daily movement, active learning strategies, and incidental activity. We promote a culture where movement is valued across all areas of school life.
- A shared and accessible language around physical literacy helps strengthen understanding and engagement. We aim to communicate clearly with students, families, and staff to ensure a collective commitment to supporting student development.
- ASAD's use of the Australian Physical Literacy Framework is aspirational and developmental rather than prescriptive. It provides a tool to support meaningful planning, instruction, and reflection for PE and beyond.

5.3 Physical Literacy Domains at ASAD: ASAD supports the development of physical literacy across four interrelated domains: physical, psychological, social, and cognitive. We recognise that all domains are essential to helping students build the confidence, knowledge, skills, and attitudes required to be physically active for life.

- We foster **physical development** by helping students acquire and apply movement skills, coordination, and fitness through age-appropriate activities. This includes developing agility, balance, endurance, and strength, both with and without equipment.
- We nurture the **psychological domain** by creating learning environments that promote enjoyment, motivation, confidence, and a positive connection to movement. We help students build resilience, regulate emotions, and develop positive self-perception through physical activity.
- We encourage growth in the **social domain** by providing opportunities for students to collaborate, build relationships, and learn about fairness, teamwork, and cultural values through sport and physical activity.
- We support the **cognitive domain** by developing students' understanding of movement, including safety, rules, strategy, planning, and decision-making. We teach students how to think critically about movement in varied contexts and make informed choices.

ASAD uses the *Australian Physical Literacy Framework (Sport Australia 2019)* as a foundation to guide the design of PE lessons, school sports, and daily movement experiences that are inclusive, meaningful, and developmentally appropriate.

5.4. Physical Literacy: Stages of Development: ASAD recognises that the development of physical literacy is a lifelong journey. Students' progress at different rates depending on their individual contexts, and movement development across the four domains: physical, psychological, social, and cognitive and this is not always linear. To support student growth, we use the following stages of development from the *Australian Physical Literacy Framework (Sport Australia 2019)*:

- **Stage 0 – Pre-Foundational:** Students are introduced to and begin exploring movement through play, curiosity, and basic participation. This stage often reflects early childhood experiences or limited prior exposure to physical activity.
- **Stage 1 – Foundation & Exploration:** Students are supported to learn and explore their movement capabilities through varied and inclusive activities that promote discovery and confidence-building.
- **Stage 2 – Acquisition & Accumulation:** At this stage, students begin to regularly practise and refine movement skills. They receive structured opportunities for skill-building and repetition to develop consistency and competence.
- **Stage 3 – Consolidation & Mastery:** Students are able to perform skills consistently and analyse their movement capabilities. They apply feedback, evaluate their performance, and demonstrate more advanced levels of control and understanding.

- **Stage 4 – Transfer & Empowerment:** Students transfer their physical literacy to new and unfamiliar settings. They are empowered to independently engage in physical activity, problem-solve in real-time, and apply their learning across a range of environments.

ASAD acknowledges that students may be at different stages across different elements and domains. We aim to meet each student where they are, offering differentiated learning experiences that support progression and foster a lifelong love for movement and physical activity.

5.5 ASAD will use the *Australian Physical Literacy Framework (Sport Australia 2019)* to guide PE teachers and coaches in planning developmentally appropriate PE lessons and sports programs that align with physical literacy outcomes.

5.6 Teachers and coaches will be supported to ensure planning is age- and stage-appropriate, with particular attention given to engaging students with varying abilities, needs, and interests.

5.7 ASAD will actively communicate with staff and families to build shared understanding of physical literacy and promote collective responsibility in fostering students' physical, social, emotional, and cognitive development through physical activity.

6. Competition

6.1 Sports Integrity, Healthy Competition, and Values: ASAD will articulate its 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.

6.2 Competitive Opportunities

1. ASAD will provide opportunities for all students to participate in competition through PE or school sports via:
 - a. Intra-school competitions, which will introduce all students to the benefits and enjoyment of participating and competing in sports.
 - b. Inter-school competitions, which will provide opportunities for all students to take part in well-matched competitions against other schools.
2. These competitions will be for everyone, not just the most talented, and will 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 that provide additional formats to increase access to participation in a sport.
3. ASAD will offer students the opportunity to participate in all competitions organised by ADEK or other government entities.

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

1. ASAD will make reasonable adaptations to the PE experience of gifted and/or talented students to provide them with sufficient challenges.
2. ASAD will 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. ASAD will engage with local sports clubs or national sports federations to provide, where possible, talent identification, coaching masterclasses, officials, and venues for competitions.
4. ASAD will recognise that talent pathways exist for students with additional learning needs and provide support, where possible, to ensure that they are able to access these pathways.

7. Teachers and Coaches

7.1 PE Teacher

1. **Eligibility:** ASAD will hire qualified PE teachers that meet the eligibility requirements for Subject Teacher as per the [ADEK School Staff Eligibility Policy](#).
2. **Continuous Professional Development (CPD):** ASAD will ensure that PE teachers receive 75 hours of CPD per year in subject-specific training, improving pedagogy and skills, and cover any other requirements as applicable to teachers as per the [ADEK School Employment Policy](#).

7.2 Coaches

1. **Eligibility:** ASAD is authorised 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 group of sports).
 - a. Coaches will complete ADEK-endorsed coach training or have an internationally recognised coaching award or license as announced by ADEK.
 - b. Coaches provided by independent vendors will have an internationally recognised coaching award.
 - c. Coaches who do not meet the requirements of a Subject Teacher may assist the PE teacher in delivering PE, but they are not authorised to teach the subject on their own unless teaching a highly specialised module within PE or a highly specialised subject (e.g., dance, yoga) as an “Instructor” as per the [ADEK School Staff Eligibility Policy](#).
2. **CPD:** ASAD will ensure that coaches employed directly by the school receive 25 hours of CPD in subject-specific training, improving pedagogy and skills, and cover any other requirements as applicable to staff as per the [ADEK School Employment Policy](#).

7.3 Employment: ASAD will employ PE teachers and coaches as per the requirements of both the [ADEK School Employment Policy](#) and the [ADEK School Student Protection Policy](#).

8. Health and Safety

8.1 Health and Safety in PE and School Sports: ASAD will adopt guidelines on minimum standards in student health and safety, including specific practice in PE and school sports, and ensure all staff have regular mandatory training.

1. PE teachers, coaches, and volunteers will have signed ASAD's Student *Protection Policy* and have received relevant training as per the [ADEK School Student Protection Policy](#).
2. PE teachers and coaches will maintain accurate health and safety records of all incidents and actions that take place during PE and school sports.
3. ASAD will ensure PE teachers and coaches obtain mandatory first aid training certificates accredited and approved by UAE authorities. ASAD will have a clear process for dealing with incidents, including when and how to involve specialist personnel beyond that of a first aider.
4. The Head of PE will conduct risk assessments on any new activities sought, and all equipment (both fixed and portable) will be regularly checked, maintained, and be suited to the size and ability of the student (e.g., ASAD will follow equipment manufacturer restrictions on height, weight, age, etc.).
5. The Health and Safety Officer will regularly check ASAD facilities to ensure they are free from hazards and safe for use with a clear process for reporting and rectifying unsafe areas as per the [ADEK School Health and Safety Policy](#).
6. ASAD will ensure PE teachers and coaches have access to students' medical records and 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, in line with the [ADEK School Records Policy](#).
7. Medical conditions will not permanently prevent a student's involvement in PE and school sports. ASAD will adjust the content of activities or modify equipment used, where possible, to minimise the risk of injury.
8. PE teachers 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.
9. PE teachers will ensure that students are regularly hydrating and have access to fluids before, during, and after activities.
10. PE teachers will adopt measures for sun protection such as ensuring adequate opportunities for shade and adopting relevant school-based policies (e.g., requirements/suggestions for hats, sunscreen, etc.).
11. PE teachers will 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).

9. PE: Curriculum, Pedagogy, and Assessment

- 9.1 PE Curriculum:** ASAD will develop, implement, and review a written curriculum that identifies a progressive set of desired outcomes across all domains of PE at key points in student development.

1. ASAD will explicitly teach, develop, and assess progress and attainment across the full range of outcomes identified in the *Australian Physical Literacy Framework* (physical, social, cognitive, and psychological), including promoting the development of:
 - a. **Skills:** Fundamental movement skills, activity-specific skills, and transferable/life skills.
 - b. **Knowledge and Understanding:** Activity-specific knowledge and understanding, as well as of the benefits and components of a healthy and active lifestyle (e.g., wellbeing, nutrition, sleep, mental health).
 - c. **Values and Behaviours:** Determination, resilience, diligence, honesty, passion, sportsmanship, respect, self-belief, independence, teamwork, etc.
2. The Head of PE and PE teachers will ensure progressive lesson planning for students to build physical literacy in a systematic way, in alignment with ASAD's PE curriculum.
3. The Head of PE and PE teachers will develop appropriate assessments to measure student performance in PE. ASAD will utilise the results to show students the steps they need to make progress and help teachers plan for these steps.
4. The Head of PE and PE teachers will use inclusive pedagogical approaches and language (e.g., using terms such as "moving," "traveling," "sending," and "receiving" rather than "running," "jumping," "catching" and "throwing" respectively).

9.2 Minimum PE Time Per Week: ASAD will provide an average of at least 60 minutes of taught, timetabled PE per week across the school year to all students (with an aim to provide 120 minutes of PE per week, whenever possible).

1. The majority of PE will be dedicated to engaging in actual physical activity (practice), balanced by less physically active learning (engaging in "downtime", learning about rules, theory, etc.).
2. ASAD is authorised to occasionally reduce the minimum PE time per week for certain occasions (e.g., examination periods, prevailing weather conditions).
3. PE classes for students in KG and Cycle 1 will be shorter and more frequent to maximise their progress and achievement (less critical for older students).
4. ASAD is authorised to make PE optional for students in Cycle 3 for specific grade levels involved in preparing for high-stakes exams or meeting coursework requirements.

10. School Sports Facilities

- 10.1** ASAD is authorised to work with partners in their local communities to offer the safe and appropriate use of school facilities for free use or rent (to maximise their usage and impact in actively promoting physical activity in the larger community).
- 10.2** When opening school facilities and all auxiliary spaces (e.g., changing rooms) to external users, ASAD will ensure that access to the rest of the school is restricted.
- 10.3** ASAD will ensure that partners are aware of relevant ADEK policies and that they have all signed the school's Student Protection Policy.

11. Monitoring and Evaluation

11.1. ASAD will develop and monitor internal indicators to evaluate the effectiveness of their *Physical Education and School Sports Policy*. ASAD will also report the below indicators to ADEK as well as any other data as required:

1. ASAD will 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. ASAD will monitor their provision of PE and report the average number of minutes taught per week across the school year to all students in each year group.
3. ASAD will track student participation in all sports events, extracurricular activities, competitions, etc., by keeping a roster of students for each and adding this information to student performance reports as per the [ADEK School Student Performance Reports Policy](#).
4. ASAD will additionally track participation by students with additional learning needs and compare their participation levels with those of the whole school population.

12. Compliance

12.1 This policy will be effective as of 26 April 2023. ASAD is expected to be fully compliant with this policy by AY 2024/25 (Fall term).

12.2 Failure to comply with this policy will be subject to legal accountability and the penalties stipulated in accordance with the ADEK's regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments or any other relevant law. ADEK reserves the right to intervene if the school is found to be in violation of its obligations.

7 REFERENCES

- Australian Physical Literacy Framework (Sport Australia 2019)
- Department of Community Development (DCD). (2024). Sports for All Policy Abu Dhabi.
- Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments.
- International Physical Literacy Association (IPLA). (2017).
- World Health Organization (WHO), (2020). Physical Activity Fact Sheet.

8 RATIFICATION AND REVISION HISTORY

Document Title	Physical Education and School Sports Policy
Version	V.2
Ratification Date:	May 2025
Next Review Date	May 2026
Ratified By	Director: Mr Adel Salman