



Physical Education Policy 2025/26

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Vision, Aims and Purposes of PE

In Physical Education at Al Rabeeh Academy we endeavor to offer opportunities for children to:

- become skilful and intelligent performers;
- develop a lifelong appreciation of healthy lifestyles in every student
- acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts;
- learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- develop their ideas in a creative way;
- set targets for themselves and compete against others, individually and as team members;
- understand what it takes to persevere, succeed and acknowledge others' success;
- respond to a variety of challenges in a range of physical contexts and environments;
- take the initiative, lead activity and focus on improving aspects of their own performance;
- discover their own aptitudes and preferences for different activities;
- make informed decisions about the importance of exercise in their lives;
- develop positive attitudes to participation in physical activity.

Staff Members



Daniel Griffiths - <i>Director of Sports, Extra-Curricular Activities Coordinator and Trip Coordinator.</i>	Emma Youds - <i>PE Teacher & Head of Year 11</i>	Pamela Elakchar - <i>PE Teacher & Swim Coach</i>	Rym Zagrabi <i>PE Teacher,</i>
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Pupil Code of Conduct

For all lessons, pupils are expected to:

- Participate in all activities. If you are ill or injured you must produce a note, which clearly explains exactly what you can or cannot do. You must still take an appropriate part in the lesson, for example scoring, umpiring/refereeing.
- Wear a complete and correct kit, during all lessons.
- No jewelry of any kind may be worn in any PE lesson.

- Tie all long hair back.
- Arrive promptly to all lessons and change quickly and quietly once invited into the changing rooms by your PE teacher.
- Stay out of all store cupboards and leave all equipment until asked to enter/use equipment by a PE teacher.
- Respect and take care of equipment, returning it safely and correctly to the appropriate place.
- Behave in a safe and responsible manner at all time.

In return, your PE teacher will:

- Treat you with respect.
- Be fair in the way they deal with you.
- Try to teach you in a way that makes PE interesting and fun.
- Try to teach activities that interest you.
- Try to help you improve at PE.
- Watch what you do in PE, tell you your level and let you know how to get to the next level.
- Keep the PE equipment in good condition ready for you to use.
- You will get the opportunity to be a leader, organiser, coach, official and spectator as well as a player.

Expectations of Pupils - What will we be looking for?

During Physical Education lessons, pupils will take part in a number of activities. During these activities teachers will be looking at how pupils are getting on. We will particularly be looking at:

Organisation	Cooperation	Applying and understanding	Effort	Planning and evaluating	Performance
Are you on time to lessons? Do you get changed quickly? Do you have the correct PE kit?	Can you work well with others? Can you lead a small group? Do you work well with the teacher?	Do you listen carefully to information given by teachers and other pupils? Are you able to answer questions and follow instructions?	Do you always try your hardest? Are you reliable, enthusiastic and determined?	Can you solve problems? Can you comment on your own and others' performances? Can you see where you are going wrong?	Can you do the skills that you have been taught? Can you play a game showing skill and accuracy?

Behaviour

Pupils are expected to behave in P.E classes as they are inside the classroom, listen carefully when instructions are given or discussions taking place. Equipment is shared equally and fairly wherever possible. Teachers, classmates and equipment should be treated with respect at all times. Behaviour management measures may include C1, 2 & 3 after three warnings, sitting pupils out of activities or pupils being removed from P.E classes in extreme cases for a period of time.

Uniform

Pupils are expected to wear school sports uniform for all PE lessons. This uniform may vary seasonally to include sweat tops (preferably non hooded) and tracksuit trousers but should be school issued. Appropriate footwear should be worn at all times depending on the activity or playing surface. Running trainers can be worn for all activities and are an essential part of kit. Converse and fashion shoes are not appropriate for class. Football boots should only be worn for team trainings and matches.

No jewelry should be worn at all. Rings, necklaces, earrings, bracelets must all be removed before class and should be kept in a safe place. Teachers are not responsible for looking after pupil belongings.

Teaching & Learning

Students from FS to Year 13 participate in a minimum of 60 minutes of structured physical education lessons each week. Students in EYFS and Primary take part in 1 PE and 1 swimming lesson each. Secondary students have either 60 or 80 minutes dedicated timetable time.

We follow standards that are aligned with the National Curriculum of England and expose our students to a wide variety of challenging physical activity including invasion games such as football and basketball, Net and Wall sports like volleyball and table tennis, striking and fielding sports including cricket and rounders and also activities like gymnastics and dance.

Inclusion

All students at Al Rabeeh Academy are catered for. Lessons are differentiated through tasks, equipment and outcomes. Students have opportunities to participate in a number of roles to help them progress towards their goals including non physical. Classroom teachers and SEN leads are consulted with regards to IEPs and necessary in class support. Students with 1-2-1 support also receive this during PE lessons.

Example Scheme of Work

Scheme of Work: Basketball			
Key Stage: 3	Year: 8	Duration: 6 lessons	
Intent: To focus on developing team attacking and defending strategies and associated core techniques required to support this. To encourage students to select and apply the appropriate core basketball skills, using them tactically with the intention of outwitting their opponents. To develop an improved knowledge of small sided competitive games and rules that underpin the game.			
Knowledge	Skills	Sequencing	
Through the implementation, students will be able to understand, use and recall the following knowledge relating to basketball: - Principles of attack and defence - Finding, using and denying space - Making decisions quickly and efficiently - Application of game rules - Understanding how to work as a team effectively	- Ball control - Dribbling - Footwork - Passing/Receiving - Lay up/Set shot + variations - Defending stance - Rebounding	Learning should: - Develop the principles of attack and defence in a directional game. - Involve small sided game situations to allow for tactical planning and refinement. - Allow students to make decisions, assess outcomes and suggest improvements.	
Key Concepts and Processes:			
Outwitting an opponent	Developing Physical & Mental Capacity	Development & Replication of Skills	
Pupils will further develop the ability to outwit opponents and learn using strategies and tactics. Pupils will learn to combine and perform further developed basketball skills consistently applying a greater accuracy and higher quality of technique. Continual development, adaptation and refinement of the necessary skills will contribute to producing an improved performance & technique.	Develop ability to perform sustained physical movements as part of a warm up and small sided game activities. Physical warm ups as a useful fitness tool in developing a pupils physical capacity. Develop knowledge of the major rules and laws involved in Basketball. To develop an understanding of the basic rules and roles during a game situation.	Pupils will further develop the fundamental principles of play when selecting and replicating core skills and movements needed including: Passing, Receiving, outwitting defenders, Dribbling, and shooting. Development and assessment of progress is through small sided games and conditional situations.	
Decision Making and Problem Solving	Personal Development	Evaluating and Improving	
Pupils will be constantly faced with strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to play a variety of roles within a team (defender, attacker, and referee).	To develop a resilience to challenges and setbacks. To understand the importance of sportsmanship and respect for others. Highlight other possible character building opportunities through basketball based activities and discuss the need to stay healthy and active throughout life. Signpost enrichment opportunities within the school timetable and in the wider community.	Pupils will understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Pupils will have the opportunity to use this information to better performance as part of assessment for learning. (Peer/self assessment)	
Scan these QR codes for information			
			
Triple Threat	Jump Shot	Defending Stance	

Impact	
1.Replication of core skills (Dribbling, Passing and receiving, Shooting, finishing at the basket)	2. Outwitting Opponents in an attacking situation
Emerging: Use core techniques in a low pressured situation and will should basic control and passing ability. Is aware of weaknesses and can compare performances to others.	Emerging: Show some tactical awareness and can rush skill execution when responding to opponent's pressure.
Developing: Pass using variations in distance and height. Accurately replicates core fundamental skills consistently and with improving confidence even under pressure.	Developing: Use an understanding of the principles of attack when planning their approaches to competitive games. Work effectively in a small team to choose and put into practice tactics for attacking and defending.
Mastery: Identify the type of skill needed and perform these fluently and quickly even under pressure. More advanced variations of these core skills are attempted and makes a significant impact on the games played.	Mastery: Demonstrate a sound level of tactical awareness and respond to changing situations by adapting and refining their skills and techniques. Identify space and uses this to advance team onto opponents territory.
3.Understanding of game rules and team play.	4.Development of decision making/problem solving
Emerging: Recognise basic rules during conditioned games and play a simple role in a team performance.	Emerging: Recognise a need for speedy decision making when faced with an opposition with limited success. Uses a few core skills and techniques throughout this process.
Developing: Understand the rules surrounding the game and highlights rule errors of others. Understands the need for teamwork and cohesion when playing small sided games.	Developing: Show creativity in planning ways to outwit opponents and execute the skills needed to complete this. Will begin to unofficially play the role of a referee in small sided game and demonstrate confidence in decision making.
Mastery: Be able to use the rules to their advantage and rarely makes errors. Encourage others to improve their understanding and offers advice and help to improve their performance.	Mastery: Show a range of different roles and always have a strong impact; use skills with speed, accuracy and control; devise, carry out and adapt a wide range of strategies, tactics and ideas. Decision making skills appear quick and based on confident information processing.
Careers: Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related.	



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Implementation			
Week	Learning objectives	Suggested lesson tasks/activity ideas	Differentiation/ Personalised Learning/Assessment Tools
1	Develop Passing/Pivoting & Dribbling/Triple Threat To be able to perform passing and receiving techniques and use to outwit opposition. To be able to perform these in a small sided game with success. To use dribbling technique correctly and understand what constitutes a double dribble and traveling.	Pulse raiser – Student led, progressive jogging and dynamic stretching. Starter = game of endball. Recap basic techniques- handling skills, passing + receiving effectively. Pupils investigate the best ways of passing to attack. Pupils develop analytical skills. Use of 3 bounces to dribble? Positive motion towards basket with 3 bounces. Use of triple threat – Discuss what it is (See QR code) – ability to shoot, pass or dribble. Progress to small sided game (3 v 3)	Adapt the size of practice area or size of target in SSG (backboard or ring). Mid-lesson plenaries check – Recap technical points to passing and receiving the ball? What decisions are you forced to make in a games situation? How should you use the dribble?
2	Attacking and outwitting an opponent. To develop an understanding about attacking principles related to basketball. To perform and accurately replicate a range of dribbling skills to outwit opponents. To demonstrate a developed understanding of basketball rules.	Warm up basic skills. Paired relay – using control and speed while dribbling. Intro - cross over, behind back and in and out of cones. All in large square last man standing. Must protect ball while trying to tap opponent's ball out. Progress to 1 v 1 on a basket. How can you outwit an opponent? Drive, fake, head fake, body positioning between opponent and ball. Small games: 3 vs 3 min or 4 v 4 max.	Increase or decrease speed of movement. Mid-lesson plenaries check – recap keywords; Drive, fake, triple threat. How might you use a fake and drive to outwit opponents? Are there any other ways to do this?
3	Defending Skills To be able to replicate defending skills in a small sided game making decisions about how best to stop opposition. To develop an understanding about rebounding and accurately replicate. To develop knowledge of basketball rules (i.e. contact)	Warm up – Shadow dribbling. B's follow A's Dribbling, must always stay arm length away but never make contact. Progress to trying to strip ball legally. What makes legally? No contact on arms or body. (Teaching points; bend knees, keep feet moving, timing of strip) 1 v 1 situation progressing to 2 v 2. Highlight man on man defence. Anticipate rebounds. Teaching points (See QR code): Jump straight up, no contact, positioning to the basket. Small sided games - 3 v 3 – man to man defense – call out person marking at all time. Recap basic basketball rules as a group.	Decrease/increase pace warm up/appropriate pairings. Mid-lesson plenaries check – discuss ways to stop attackers, which ones were successful? Why? Recap rebound key points. Is man to man an easy way to defend? Is there any other ways?
4	Shooting – Set shot, lay up To understand and know the benefits of types of shots. To develop their understanding and knowledge of how to execute a successful set shot. To be able to outwit opponents using learnt skills and techniques. To develop an understanding of the importance of width and playing into space in order to create shooting opportunities.	Pairs warm up - Count to 3. Replace 1, 2 & 3 with jump, side step and jog backward and then forwards. In small grid, pupils to pass, dribble and move in 3's. Perform set shot technique in 3's at basket – from short distance and increase distance and angles. In 3's - Progress to 21 game. 1 shots from free throw line. If miss next in line rebounds & shoots from rebound position OR drives into basket for lay up. Keep going until a score = 1 point. Scorer takes ball to start and has set shot. Successful from free throw line = 2 points. Progress to Small Sided Game - 4 vs 4.	Decrease/increase pace of warm up. Increase or decrease working area. Mid-lesson plenaries check – Demo successful & unsuccessful shots – identify reasoning. In 21 game did pupils use set shot or lay up? Why did pupil's chose one or the other? What information did you use to decide?
5	Develop Shooting – Jump shot To develop understanding of how to outwit an opponent using accurate replication of jump shot techniques. To understand and appreciate the need to make decisions about choice of technique and refining ideas when unsuccessful.	3's warm up – leader should conduct a pulse raiser and dynamic stretches. In small groups recap set shot (BEEF) – See QR code – 'jump shot'. Incorporate jump, focus on release at top of jump + follow through. Progress to small sequence. A's on half way line, dribble, pass to B, receive back and end with jump shot. 3's play 21 game. 2 vs 2 ½ court trying to outwit opponents using skills. Highlight footwork, Approach to basket + drive to basket. Small Sided Game-3 vs 3. Contact when shooting = 2 free throws.	Mid-lesson plenaries check – highlight why possession is key. Discuss how knowledge has improved and what pupils now know about a jump shot? What are the rules regarding contact when shooting?
6	Outwitting Opponents in a competitive game situation To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To understand the need of tactical movements and strategies to invade opponents half. To demonstrate a sound knowledge of the rules of the game.	3's warm up – leader should conduct a pulse raiser and dynamic stretches. 2 vs 1 directional practice towards a target. Use of skills learnt and highlight timing of decision making on the court. Progress to 4 vs 4 competitive game During the game encourage players to provide information to each other. Discuss the type of info you may give (defenders positioning, movement or run to become free)	Groups to be made up according to ability/fitness level. Mid-lesson plenaries check – How might spatial awareness be used in a game? Identify variations in passes-Discuss use throughout. Name 3 to 4 rules needed to run a successful game?

Assessment

Pupils should be aware of the objectives of what they are learning and how they will be assessed. Our students are assessed using the Head Heart Hands approach to ensure they understand the importance of physical activity

A variety of methods will be used when providing feedback to students in order to direct their future learning:

Formative Assessment:-

- Oral feedback; can identify pupils who have not understood and praise those who have. Question and answer sessions identify prior knowledge and how well pupils have understood the concepts.
- Checking; can identify whether tasks have been completed by all pupils; it allows the monitoring of the work of the whole class quickly.

- Sampling; a few pupils or a particular pupil shares ideas/answers with the class
- Pupils Self-Assessment; pupils given the opportunity to assess their own performance and reflect on “ what I have learned/what went well” and what I need to improve/what would I change next time.”
- Peer assessment; pupils assess each others’ performance. A criteria chart could be provided.

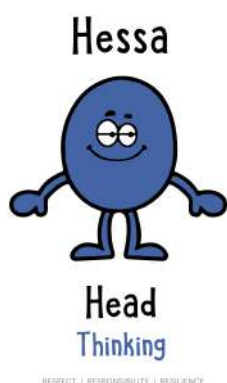
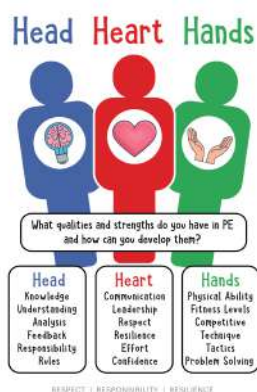
Summative Assessment

- This is to identify if pupils have achieved their target levels/ objectives set in a specific task.
- Scores are recorded for individual pupils at the end of specific units and collated for reporting at the end of each term.

The use of informal formative assessment is constantly used. Some schemes of work and lessons plans will outline specific assessment requirements for differentiation and progression in lessons. Summative assessment can conclude units lending itself to theory and rule comprehension well. Summative data is based on performance in sports specific criteria detailed later in the document.

Assessment Scoring Rubric

	Developing / + (1/2)	WW (3/4)	WW+ (5)	Secure / + (6/7/8)	*Exceptional (9)
Head	Is supported to understand key concepts and rules/strategy/tactics to improve individual performance and/or team play.	Is developing an understanding of concepts and rules/strategy/tactics to impact upon individual performance and/or team play.	Is demonstrating understanding of concepts and rules/strategy/tactics to positively impact upon individual performance and/or team play.	Is demonstrating, applying and refining a thorough understanding of concepts and rules/strategy/tactics, which positively and consistently impact upon individual performance and/or team play.	Has analytical knowledge and understanding of concepts and rules/strategy/tactics, which effectively impact upon individual performance and/or team play.
Heart	Is supported to interact and collaborate, with some effectiveness as a performer and/or team player in low challenge contexts.	Is developing character strengths as a performer and/or team player in some contexts.	Is demonstrating a range of character strengths as a performer and/or team player in most contexts.	Is consistently and effectively demonstrating a range of character strengths (including leadership) as a performer and/or team player in most contexts.	Is a self-regulated, motivated and empowered performer and/or team player in all contexts.
Hands	Is supported to develop a range of basic foundation skills or techniques in low challenge contexts.	Is consolidating and further developing basic foundation skills and techniques in some contexts.	Is demonstrating a range of skills and techniques with consistency in most contexts.	Is demonstrating, applying and refining a range of complex skills and techniques with consistency in most contexts.	Is consistently mastering a range of complex skills and techniques, and intentionally applying these in high challenge contexts.



Healthy Lifestyle Promotion Strategies

- Minimum 1 hour per week of designated PE lesson time.
- Manchester City Academies Healthy Lifestyles Program
- Gulf Youth Sport & Team Emirates Cycling Program
- Future Falcons Golf Program
- Dubai 30x30 Participation
- Sports Days
- Physical House events
- Outdoor Education and Professional Tournament Trips - WTP Mubadala Tennis, Beach Volleyball etc)

- Competitive Sports Fixtures
- Sporting Extracurricular Activities
- Classroom Brain Breaks & Wake up Shake up
- Healthy lunch box competitions
- Fit Club initiative to get the most in need students participating in more structured exercise
- Community sports events - Student teacher fixtures, Parent and child events.
- Breaktime Class football, Netball & Basketball Leagues
- Morning Activities before school - Monday Mile, Wednesday Wake up, Friday ball games
- Guest speakers and promotional events

PE Theory Content

KS1 -

- Healthy Eating
- Types of Exercise
- Motor Skills Identification - Link to Activity
- Mindfulness Activity - Colouring, Virtual Exploration, Yoga, Meditation
- Anatomy Identification - Body Parts - Link to Activity

KS2 Lower -

- Healthy Eating
- Types of Exercise
- Motor Skills Identification - Link to Activity
- Mindfulness Activity - Colouring, Virtual Exploration, Yoga, Meditation
- Anatomy Identification - Body Parts -Link to Activity

KS2 Upper -

- Healthy Eating
- Types of Exercise
- Motor Skills Identification - Link to Activity
- Mindfulness Activities - Colouring, Virtual Exploration, Yoga, Meditation
- Anatomy Identification - Skeleton/Organs - Link to Activity
- Sports Discovery - Rules, Equipment, Skills/Scenarios/Decision making/Outcomes

KS3 -

- Healthy Lifestyles - Diet & Reasons for Exercise
- Circulatory/Respiratory Systems
- Anatomy Identification - Skeleton/Organs - Link to Activity
- Methods of Training
- Components of Fitness
- Individual Differences
- Sports Discovery - Rules, Equipment, Skills/Scenarios/Decision making/Outcomes

MVPA - Minimum 30 Minutes per day of Moderate to Vigorous Physical Activity

In order to meet the target of 30 minutes MVPA per day, our school implements the following strategies; a 10 minute Morning Wake Up Shake up session throughout EYFS and Primary, 2 breaktimes totalling 50 minutes featuring teacher-led sports and games such as football, basketball, table tennis, skipping, four square and more, in appropriate safe spaces where all equipment is provided. We offer between 60 and 80 minutes per week of timetabled PE & swimming lessons and a broad range of physical after school activities for all ages FS2 - Y13 such as football, basketball, padel tennis, ballet and boxercise provided free of charge. During the year the school also runs initiatives to increase our students day to day activity such as the Emirates Youth Cycling program, Manchester City's Healthy Lifestyles program, Intra School Sports competitions, Swimming galas, Inter school sports fixtures, wellness initiatives such as a daily mile, Reem Wellness Leadership program and a Sports Diploma to encourage independence in leading active lifestyles.

Developing Physical Literacy

Enjoyment:

Provide a variety of activities that cater to different interests and abilities, ensuring students find joy in participating.

Create a positive and inclusive environment that fosters a love for physical activity.

Incorporate games, challenges, and team-building exercises to promote fun and engagement.

Confidence:

Offer opportunities for students to set personal goals and track their progress.

Provide a supportive and non-judgmental atmosphere, encouraging students to take risks and challenge themselves.

Celebrate individual and team achievements, boosting students' self-esteem.

Competence:

Design a progressive curriculum that starts with foundational skills and gradually builds upon them.

Provide clear instructions and demonstrations to ensure students understand the proper techniques and form.

Offer ample practice and repetition to develop competence in fundamental movement skills, such as running, jumping, throwing, catching, and kicking.

Knowledge:

Introduce students to the principles of physical fitness, nutrition, and overall health.

Teach the rules, strategies, and tactics of different sports and activities.

Explain the importance of warm-ups, cool-downs, and injury prevention techniques.

Integrate discussions on body mechanics, anatomy, and physiology to enhance students' understanding of movement.

Understanding:

Encourage critical thinking and decision-making skills through problem-solving activities and game scenarios.

Promote an understanding of the benefits of physical activity for overall well-being and mental health.

Foster an appreciation for diversity and inclusivity in physical activity, acknowledging and respecting individual differences.

Implementation strategies:

Offer a balanced mix of individual, partner, and team-based activities to cater to different learning preferences and promote social interaction. Provide opportunities for students to lead warm-ups, drills, or small group activities, promoting leadership skills and responsibility. Incorporate technology, such as fitness trackers or video analysis tools, to enhance students' understanding of their performance and progress. Collaborate with other subject areas, such as science or math, to reinforce cross-curricular connections and enhance students' understanding of physical literacy.

Assessment:

Use a variety of assessment methods, such as skill demonstrations, written reflections, peer evaluations, and self-assessments, to gauge students' progress in each component of physical literacy. Constructive feedback is provided that highlights strengths and areas for improvement, supporting students' growth. Department leads regularly review and adapt the curriculum based on assessment results and student feedback to ensure continuous improvement.

Target/At Risk Groups

Students at risk of long term health issues will be identified and encouraged to participate in a focused program of fitness and re-education regarding lifestyle choices. This can include students who are deemed overweight, students who are smoking, students who are frequently inactive and more case by case. Sessions are proposed to take place during break times or as extraction from scheduled lessons.

Equipment and Resources

Physical education storage spaces are to remain locked unless a P.E teacher is on site or has given permission to a pupil to access it. Non P.E staff wishing to access and use equipment are held responsible for it's return in good condition and the treatment of equipment during its use. If equipment is consistently misused, classes and teachers may be restricted from access.

Pupils must respect and use equipment appropriately during lessons, ECA's and breaks. Failure to do this will result in pupils; receiving restricted access to equipment, missing lessons, receiving whole school behavior measures. Equipment is to be put away properly and the store spaces kept tidy with easy access to all areas. Broken and damaged equipment must be kept for audit and budget purposes.

Competitive Sports

The demands of academic study and sustained sporting commitment and endeavour is something which pupils must learn to balance as sports are an essential part of health and well-being. Whilst assisting pupils to reach their full sporting potential we hope to develop fundamental sporting values of commitment, teamwork, fair play and leadership. We aim to provide a high quality and varied sports programme to support all pupils wishing to represent our school in competitive sports at all levels of ability.

Where possible we offer qualified coaching in a variety of international sports including football, basketball, netball and swimming. Our coaches lead by example in respect and courtesy to officials and other teams. We therefore expect all of our students, parents and supporters to adhere to our philosophy. We are highly competitive where needs be but are also focused on remembering our responsibility to develop and practice the highest standards of conduct and behaviour.

It is our intention to move away from trials and squad selection but whilst physical space and staff limitations inhibit this we are tied to restricting player numbers in matches. Recreational sports are available to all through our ECA program.

Sports Teams

Sport	Boys Under 9	Boys Under 11	Boys Under 13	Boys Under 15	Girls Under 9	Girls Under 11	Girls Under 13	Girls Under 15
Football	X	X	X	X	X	X		
Basketball		X	X	X			X	X
Volleyball			X	X			X	X
Swimming		X				X		

Success Factors:

SCHOOL AREA	CULTURE, ORGANISATION AND ENVIRONMENT			CURRICULUM, TEACHING AND LEARNING			PARTNERSHIPS	
	Leadership	Policy	Environment	Quality Health and Physical Education Program	Inclusive Co-Curricular Program	Cross-Curricular Approach	Families	Local Community
OBJECTIVE	Foster a culture that actively supports a whole school approach to developing physical literacy.	Create, implement and review a whole school physical literacy policy.	Facilitate access to a variety of environments that encourages the development of physical literacy.	Provide a quality Health and Physical Education program which encompasses physical literacy.	Provide a broad range of sports and physical activities that complements the curriculum and focuses on the development of physical literacy.	Encourage all staff to engage in professional learning to develop physical literacy across all learning areas.	Encourage families to help students develop physical literacy.	Engage with a diverse range of community groups to enhance opportunities for students to engage in physical activity and to develop their physical literacy.
KEY CHARACTERISTICS	- Embed physical literacy in the school strategic plan, annual implementation plan and other applicable frameworks. - Comply with mandated or recommended time allocation for Health and Physical Education, sport and physical activity. - Support staff to attend professional learning for physical literacy. - Role model a healthy and active life and encourage teachers and students to do the same. - Promote physical activity, health and wellbeing messages to the whole school community. - Facilitate an environment where movement, physical activity and active play are valued and nurtured. - Seek teacher, student and parent voice on how physical literacy can be developed throughout the school.	- Supports all aspects of physical literacy including the physical, psychological, social and cognitive development. - Involve the wider school community in creating, reviewing and sharing the policy. - Focus on the individual needs of students using a strength-based and student-centred approach. - Incorporate the eight key components of this Physical Literacy: Guide for Schools. - Integrate best practice safety and inclusive principles. - Include opportunities for staff to improve their physical literacy as part of a staff wellbeing program. - Ensure all students have the opportunity to be physically active at school every day and are not excluded from Health and Physical Education, recess and any other physical activities. - Incorporate physical literacy into other relevant policies.	- Provide access to a range of facilities and equipment that encourages physical activity before, during and after school. - Design classrooms that encourage movement and physical activity. - Provide adequate facilities for staff and students to use active travel to and from school. - Provide access to all weather spaces, including indoor play spaces. - Ensure school environment is well-maintained, safe and clean. - Encourage supervisors to support active play and physical activity during yard duty.	- Taught by qualified Health and Physical Education teacher(s). - Meet the state/territory and/or national curriculum requirements. - Include evidence-based teaching and learning methods. - Inclusive of a diverse range of learning styles and student interests. - Incorporate a balance of non-competitive and competitive activities. - Use a variety of formative and summative assessment methods providing relevant and timely feedback to students. - Maximise student participation with 50% of practical classes including moderate to vigorous physical activity. - Provide appropriate and sufficient equipment for all students to be active.	- Provide a variety of inclusive, competitive, non-competitive, team and individual sports and physical activities for students. - Provide a variety of sports and physical activities before, during and after school. - Support students to lead sport and physical activity initiatives at school. - Recognise and reward students for participation and achievement. - Promote a positive attitude towards the development of physical literacy. - Support students to identify movement opportunities at school and in their local community.	- Incorporate the development of physical literacy into a range of curriculum areas at all year levels. - Planning the development of physical literacy into curriculum, documents and practice to the same extent as literacy and numeracy. - Provide professional learning opportunities and resources to staff to ensure physical literacy is incorporated into other learning areas. - Encourage staff to be positive role models by leading healthy and active lives. - Encourage staff to provide additional physical activities where appropriate.	- Promote the importance of physical education, sport and physical activity on academic, health and wellbeing benefits. - Provide regular information and practical strategies to promote physical literacy and reduce sedentary behaviours at home. - Promote the benefits of parents being role models in being physically active. - Encourage parents to be involved in their child's sport and physical activity. - Promote the benefits of participating in a variety of inclusive, competitive, non-competitive, team, individual and recreational activities. - Encourage inclusion of people from diverse cultural backgrounds to participate in sport and physical activities and encourage parents to share their culture and experiences where appropriate. - Encourage families to communicate with teachers about their child's physical literacy development and outcomes.	- Promote participation in community physical activities. - Establish relationships with recreation centres, community sport and physical activity providers to strengthen physical activity opportunities. - Encourage connections with local health agencies, organisations and businesses to support physical literacy initiatives. - Advocate for safe play areas and active travel infrastructure. - Enable access to school sporting facilities outside of school hours. - Promote health and wellbeing initiatives and messages from the local community.