



P.E. & School Sports Policy

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Physical Education and Sport Procedure.

The Spanish School of Abu Dhabi complies with the laws, policies and procedures established by the UAE Ministry of Education, its extension in our emirate, the Abu Dhabi Department of Education and Knowledge (ADEK) and the Spanish Ministry of Education.

The acquisition of educational parameters, implementation of procedures, execution, verification and monitoring of them in our institution places us as a fundamental element forming responsible citizens, positively committed to the society that surrounds us and being able to be prepared for the challenges and demands of the future.

Educational excellence and compliance with standards are essential pillars to guarantee educational quality, offer a safe and enriching environment for our students.

INTRODUCTION.

The role of our institution is to offer, promote, encourage and inculcate physical activity and related theoretical learning, through Physical Education (PE) and school sports as fundamental elements in physical, intellectual, personal, emotional and social development.

From our area we are committed to improving the health and well-being of students through the development of motor skills and basic physical abilities, learning, developing and perfecting fundamental skills; teamwork and cooperation, developing aspects such as communication, leadership and conflict resolution; the game and sport from a playful perspective that brings them closer to concepts such as competition, victory and defeat; physical condition and health, incorporating key aspects such as nutrition, hygiene and healthy habits; the promotion of self-esteem and confidence, learning to recognize abilities and limitations; Establishment of exercise habits and routines, helping to understand the importance of constant exercise and an active lifestyle.

1. OBJECTIVES.

- Offer and implement the subject of Psychomotor Skills, two sessions a week, in Early Childhood Education (PreKG, KG1 and KG2) in strict compliance with current legislation.
- Offer and implement the subject of Physical Education, three sessions a week, in Primary Education (grades 1 to 6) in strict compliance with current legislation.
- Offer and implement the subject of Physical Education, two sessions a week, in Secondary Education (7th and 8th grades) in strict compliance with current legislation.
- Offer complementary activities "school clubs" (basketball, futsal, multisport) promoting the value of staying active throughout the day through structured activity.





- Offer extracurricular activities (futsal, cycling, judo, gymnastic skills) that meet the needs of our students.
- Develop an internal football league (grades 4 to 6) promoting the intellectual and physical literacy of the students.
- Develop the Sports Week (20-24 January) by familiarising students with popular games from Spain and the United Arab Emirates that promote national identity.
- Participate in the Abu Dhabi Sport Championship (ADEK) organized events.
- Strengthen our community presence by participating in sports activities with other schools.
- Promote the value of physical activity, the healthy habits of students during the school day through academic physical activity and complementary or extracurricular activities.
- Guarantee "sport for all" including adaptations for all students with special educational needs, with their own skills and talent.
- Link celebrations that promote the care, prevention and visibility of diseases with the importance of an active and healthy life (Pink Day).

2. PHYSICAL EDUCATION AND SPORTS POLICY IN THE SCHOOL ENVIRONMENT.

The Spanish School of Abu Dhabi continuously implements, monitors, evaluates and reviews its Physical Education and Sports policy, made up of the following principles and requirements established by international and local regulations. This policy aims to ensure that all students actively participate in activities that help learn, improve, and deepen their physical, intellectual, emotional, and social well-being.

1. Vision: To foster a school environment that promotes physical activity and sport as key components for the integral development of students, open to all students, in which their abilities and skills are taken into account and which gives them access to a very varied physical and sports education.
2. Mission: To promote the physical and emotional health of students through participation in physical education and sports programs, contributing to the creation of healthy lifestyle habits and the formation of an inclusive, respectable and responsible sports culture.
3. Strategy: Develop educational programs that integrate moderate physical activities within the school day, which guarantees that all students comply with an average of at least 30 minutes of physical activity per day. This includes the two sessions of psychomotor skills in Infants, the three sessions of Physical Education in primary, and





the two sessions in Compulsory Secondary Education. Offering opportunities for recess (free and structured play) and breaks (sports clubs).

4. Objectives: To guarantee the participation of students in at least 30 minutes of daily physical activity within the school, optimizing the school environment to encourage continuous movement throughout the school day and promoting an integral and community development on the importance of physical activity and health among all members of the educational community.

1. Sports Curricula and Programs:

The school will implement a Physical Education and Sports curriculum that will enable students to achieve daily physical activity goals. Physical Education classes will be structured to include activities that will increase heart improvement, development of basic physical abilities, development of motor skills, knowledge of games and sports, strengthen your muscle structure. Strategies are designed to include moderate to vigorous intensity activities, both in the sessions and in the rest of the activities offered.

2. Physical Environment Optimization:

The school ensures that its spaces (classrooms, multipurpose space, psychomotor room, playgrounds, and outdoor areas) are optimized to reduce the time students spend sitting and encourage activities within school hours. In addition, activity breaks will be promoted within the classrooms, encouraging active rest, to allow students to stretch and exercise that favor their postural and mental health and physical well-being.

3. Opportunities for Physical Activity During the School Day:

The school achieves safe and adequate spaces for students to maintain themselves during breaks and recesses. In addition, adequate sports equipment and material are offered and participation in informal games, as well as in semi-formal and formal physical activities, will be encouraged.

4. Identifying and Supporting Less Active Students:

The school will identify all pupils who do not regularly participate in physical activity and offer additional support to increase their activity levels, without stigmatising them. This support can include personalized activities, small group participation, and individualized follow-up to ensure that all students have opportunities to get involved in physical education and sports sessions.

5. Inclusive Participation:

All pupils, including those with special educational needs, are supported to ensure their





inclusion in physical activities, school clubs and sports activities. Classes and activities are adapted according to individual abilities, ensuring full and active participation.

6. Awareness and Commitment of the School Community:

Awareness of the importance of physical activity and health will be raised among all members of the school community, including students, teaching staff and families. The school develops awareness campaigns, workshops and activities that involve the school community in the promotion of healthy habits and the encouragement of physical activity.

7. Collaboration with Families and Community:

The involvement of families will be essential to the success of this policy. Activities and sporting events will be organised that involve families, depending on the connection between the school environment and the home in terms of promoting a healthy lifestyle.

8. Monitoring and Evaluation of Progress:

The school is located in a continuous monitoring of student participation in physical activities by making a daily attendance record. It is the formative and summative evaluation to assess the progress of each student as well as their level of physical activity and participation in sports programs.

9. Policy Review:

This policy will be evaluated to ensure that the established objectives are met, selecting strategies and activities based on the results obtained, always ensuring that students receive the necessary support to achieve the physical activity objectives.

3. STAY ACTIVE.

The Spanish School of Abu Dhabi is committed to promoting physical activity in a comprehensive way throughout the school day, with the aim that each student participates in at least 30 minutes of physical activity within the school environment and schedule. This objective contributes to achieving a total of 60 minutes of physical activity per day, both in the school environment and in the students' family environment.

1. Physical Activities During Breaks and Recesses.

During breaks and recesses, students have access to safe and adequate spaces to participate in physical activities, both formal and informal. The school features sports equipment and materials suitable for students to engage in informal games (such as playground games) and





semi-formal and formal physical activities, promoting social interaction. These spaces are designed to ensure safety and encourage the participation of all students, ensuring that everyone has the opportunity to stay active and enjoy physical activity.

2. Optimization of the School Physical Environment.

The school will optimize its spaces, both classrooms and outdoor areas, to reduce the time students spend sitting and promote movement throughout the day. An active methodology will be promoted in the classrooms, promoting activities that allow students to stand, walk and move during classes. In addition, teachers of other subjects will integrate active breaks during their teaching, ensuring that students remain physically and mentally active throughout the school day.

3. Short Activity Breaks and in Classes.

During classes, short breaks are implemented and students are required to stretch, walk or participate in specific activities to improve their concentration and physical well-being. These breaks benefit students, not only by stretching, but they can also raise their heart rate and exercise their core muscles when possible. Physical Education teachers and other teaching staff are trained to apply these active breaks during classes, in order to make it easier for students to be physically active and maintain their energy throughout the day.

4. Stakeholder Engagement.

The Spanish School of Abu Dhabi works in collaboration with stakeholders, families, teaching staff and students, to increase awareness of the importance of physical activity and sport. Awareness campaigns, educational workshops and sporting events will be organised to involve the entire school community in the promotion of active habits. Also, information resources are provided to parents to encourage physical activity not only in the school environment, but also at home, so that students continue with their physical activity habits outside the environment.

5. Attention to less active students.

The school pays special attention to students identified as less active, providing additional support and opportunities to increase their physical activity levels gradually, without stigmatizing them. This is achieved by creating small groups or adapted programs, in which students can participate without pressure. The goal is to include each year in physical activities, additional training, creating an inclusive and respectful environment that encourages all students involved in physical education and school sports.

In addition, activities will be promoted that promote the self-confidence and self-esteem of these students, with the aim of progressing in their participation in sports activities, improving





their physical and social skills.

The implementation of these strategies was carried out through collaboration between the Physical Education department, teaching staff, parents and students. Each area of the school (classrooms, playgrounds, gymnasiums, etc.) will be in a way to optimize offer varied opportunities for guaranteed physical activity that is maintained with the goal of less than 30 minutes of physical activity per day.

6. Curricular Planning.

The Physical Education curriculum is adapted physically and incorporates measures of moderate intensity, such as recreational games that involve individual and team work, motor coordination and physical improvement. School sports programs are designed to offer a variety of activities, from traditional sports to alternative games that encourage physical activity throughout the day.

7. Impact Evaluation and Monitoring.

The school will carry out a continuous monitoring and evaluation system to measure the participation of students in physical activities, both in physical education and during breaks and recesses. In addition, the impact of breaks and opportunities for physical activity on students' overall well-being is assessed. The results of these evaluations to adjust strategies and ensure that an active and healthy environment is maintained.

4. INCLUSION.

The Spanish School of Abu Dhabi is committed to ensuring that all students, in terms of their individual characteristics, have the opportunity to actively participate in quality Physical Education and Sports programs, promoting the inclusion of equality and equal opportunities in access to physical activities within the school.

1. Inclusive Participation in Physical Education.

All students receive learning equally in Physical Education classes for their course and level. The school ensures that activities and programs have become accessible to each student, providing alternatives that allow everyone to participate. Special attention will be paid to ensuring that each student can integrate into the activities under their individual abilities and needs, promoting diversity and participation.

2. Alternative Roles for Students with Participation Limitations.

In the event that a specific activity or assignment limits a student's participation, whether it is





for physical, cognitive, or emotional reasons, the school will offer sharing features for the student to continue in class. Some examples of these roles:

- Team Leader: Supervising and coordinating other students in group activities.
- Referee or judge: Assuming the responsibility of supervising the fair and organized development of sports activities.
- Scorer or Record: Keep track of the results, scores, or statistics of games or events.

These roles encourage the inclusion of all students without their physical participation in the activity being an impediment, allowing them to move forward in the learning and development process.

3. Notice of Reasonable Accommodations in Physical Education Classes.

Physical Education teachers make reasonable adjustments to classes, lesson content, and resources to enable all students, in which they are held according to their abilities or needs, to progress toward the goals set forth in their Documented Learning plans. These settings:

- Changes in physical activities (adaptation of intensity or type of activity).
- Materials and equipment adapted to ensure all students can participate.
- Differentiated instructions and teaching methods that take into account the particular needs of each student, with special educational needs or who require additional support.

Each Documented Learning Plan includes specific recommendations to support learning in Physical Education, reproduced in an individualized assessment of student needs.

4. Equal Opportunities for All Students.

At the Spanish School Abu Dhabi, all students are included in the learning process, the least active, those with special needs and those who are talented have the first opportunities to participate in Physical Education and Sports programs.

They stand out in their participation in extracurricular activities (tournaments and competitions within the school) and inter-school activities (with other schools), when possible and appropriate and that do not interrupt the academic part and the weather allows it. Our school encourages:

- The promotion of gender equality in all sports and physical education activities by ensuring that girls have the opportunities to participate and compete in sports.
- Provide additional support and accommodation for those students who may feel less or need help to integrate into sports activities, both in the classroom and outside of it.
- Participation in sports competitions must be inclusive, allowing all students the opportunity to develop their skills and participation in the community, in the recruitment of their initial





abilities.

5. Individual Needs Assessment.

An ongoing assessment of students' individual needs will be conducted based on their physical, cognitive, and emotional development. These evaluations help teachers to design activities adapted to active inclusion and equal opportunities.

6. Training of Teaching Staff.

Physical Education teachers receive continuous training in inclusive teaching strategies and in the adaptation of activities for students with diverse abilities. This training emphasizes the identification of special needs, the use of adapted materials and the application of teaching methods that promote the participation of all.

7. Collaboration with Specialized Professionals.

In cases where students receive additional support (e.g., students with disabilities or special educational needs), the school collaborates with specialized professionals (therapists, educational psychologists, etc.) to design support plans and adjust PE classes based on each student's specific needs.

8. Promotion of Family Participation.

Families will be encouraged to be an active part of their child's educational process in terms of physical activity, encouraging participation in sporting events and physical activities both within the school. Families also received information on how to support inclusion and physical activity at home, especially for less-active students.

9. Gender considerations.

Schools will be required to follow the gender requirements outlined in the Coeducation Policy ADEK school.

5. PHYSICAL LITERACY.

The Spanish School of Abu Dhabi is committed to developing and implementing a Physical Education framework that enables students to progress holistically in the physical, social, cognitive and psychological aspects of movement. The objective of this framework is to promote sustainable participation in their teaching and academic period in physical activity, developing skills that students can apply throughout their lives. This policy advocates for creating a strong foundation for physical literacy through physical education and school sports,





allowing students to enjoy, feel and commit to pursuing an active life.

The physical administration framework will establish the expected results in the following key areas, which are worked on progressively and appropriately to the age and stage of development of each student:

1. Enjoy.
 - Statement: "I like to play sports or be active."
 - Objective: To foster a positive attitude towards physical activity and sports early from age, so that students find pleasure and confine themselves to exercise, which is what students seek to be active outside of the school environment.
2. Confidence.
 - Statement: "I feel safe when I exercise or play sports."
 - Objective: To develop confidence in students when participating in various physical activities, providing a creation and support where they improve their skills without fear of failure.
3. Competence.
 - Statement: "It is easy for me to do sports and exercise."
 - Objective: To ensure that students acquire the skills necessary to participate effectively in a variety of sports and exercises. This includes improving coordination, agility and skills that individuals facilitate their participation.
4. Knowledge.
 - Statement: "I know why exercise and sport are good for me, as they engage and improve my skills."
 - Objective: To educate students about the physical, social, and psychological benefits of physical activity, and to provide students with the knowledge needed to participate and progress in sports and exercise. This knowledge must be comprehensive, encompassing both theory and practice.
5. Comprehension.
 - Statement: "I find how to apply my sports skills and knowledge to learn new types of exercises and sports and continue to be active throughout my life."
 - Objective: To help students apply what they have learned in new situations, as they find how to continue developing their physical literacy throughout their lives. The focus should be on self-criticism and a long-term commitment to an active life.

1. Support for Teachers and Coaches.

The Physical Education framework is a critical tool for teachers and athletic coaches to plan their curriculum and programs effectively, ensuring that each student has opportunities to achieve the physical goals and their literacy process at each stage of development. The regulations guide the planning of activities that address physical literacy outcomes, allowing programs to be tailored to the needs of students under their age, abilities, and developmental level.





2. Differentiated Approach for Each Stage of Development.

Curriculum planning must be appropriate for each stage, course, and development cycle, taking into account differences in capacities and capacities. As students progress in their physical and cognitive development, activities have been described to encourage continued progression in the areas of enjoyment, confidence, knowledge, knowledge, and understanding.

3. Individualized planning.

Physical Education teachers and coaches who will pay special attention to the individual needs of students. Highlighting:

- Identify students who may need a more personalized approach to achieve physical development outcomes, those who require adaptation due to special educational needs, or less active students.
- Justify the activities and methods of teaching so that each student can participate meaningfully and progressively in physical education and sports, which implies an active inclusion in all activities.

4. Progressive Development.

The Physical Education and Sports programs are working so that students, depending on their level, advance progressively in physical and sports competitions. Work is being done on a phased development strategy to ensure that all students have the opportunity to improve their skills and strengthen their physical literacy.

5. Communication with Parents, Teachers and Coaches.

The school encourages constant communication with parents, teachers, and athletic coaches about developing students' physical management. Meetings, workshops and events will be organised to raise awareness of the importance of supporting the physical development of students both within and around the school.

6. Awareness of the Roles of Parents and School Community.

Parents are explained their role in supporting their children's physical literacy, encouraged them to encourage active habits at home and to get involved in school sports activities. The school community – coaches, staff, and families – comes together to create an environment that promotes physical activity as a core value for students' health and well-being.

The development of a strong legal and regulatory framework provides high-quality physical





education, which not only focuses on the physical development of students, but also fosters social, cognitive and psychological development. This framework is guided by the educational process to ensure that all students have the necessary tools to stay active throughout their lives and to enjoy a healthy and balanced life.

6. COMPETENCE.

The Spanish School of Abu Dhabi is committed to fostering an educational environment that values sporting integrity, healthy competition and the core values that should guide participation in sport. Physical education and school sports are not only a way to develop physical skills, but also an opportunity to instill essential values such as determination, resilience, execution, honesty, respect, passion, sportsmanship, self-confidence, independence and teamwork. The school promotes these values in all its sporting activities, ensuring that all students face competition ethically and with a sporting spirit.

7. Sports Integrity and Values in Competition.

The school's internal policy is highlighted by the importance of ethical values and healthy competition in all sporting activities. The development of sportsmanship is a key component in physical education and sports, focusing on:

- The determination to overcome challenges in a positive way.
- Resistance, in the face of adversity, dismantling a recovery after failures.
- Execution, in preparation and constant effort.
- Honesty, in competition, rules and other competitors.
- Passion, for sport and physical activity.
- Sportsmanship, mutual respect between the participants.
- Respect, for coaches, referees and teammates.
- Confidence, in oneself to face challenges and improve.
- Independence, in decision-making and in the management of one's own performance.
- Teamwork, useful for cooperation and mutual support.

8. Development of the Spirit of Healthy Competition.

The school promotes a healthy competition approach where the emphasis is placed on experience and enjoyment, enjoyment of the sport rather than victory at all costs. It is based on the participation of all students, in all competitions, at their skill level, ensuring that everyone learns the benefits of sport and competition.

9. Extracurricular and Inter-school Competitions.

The competitions within the Spanish School of Abu Dhabi are designed to provide opportunities for participation to all students, promoting inclusion and sporting activity.





Highlighting:

- After-school competitions: Events and tournaments are held within the school so that all students have the opportunity to compete, learn and enjoy the sport.
- Inter-school competitions: Students have the opportunity to compete in events organized between schools, which they face their peers from other schools on equal terms.

Both forms of competition are designed so that all students can experience the value of healthy competition, not just the most talented, promoting inclusive participation and teamwork.

10. Design of Inclusive Competitions.

The competitions will be designed to be as inclusive as possible, considering the following strategies:

- Adaptation of competitions: The activities were adapted to make it easier or more challenging (adapted) according to the level of the participants, that each student has a sports experience.
- Additional formats: flexible and diversified formats to allow for mayoral participation, for all students, in taking their skills, to get involved and enjoy the competitive process.

11. Organizational Competency Opportunities.

In addition to competitions within the school, students have the opportunity to participate in competitions organised by ADEK (Abu Dhabi Department of Education and Knowledge) and other local and regional entities. Actively belonging to the external platform so that students compete in a wider context and continue to develop their sports skills.

12. Accommodations for Outstanding/Talented/High-Ability Students.

The school establishes the PE experience of high-achieving and/or talented students, offering challenges for them to continue to develop their skills and talents to the fullest. This can include complex activities, specific trainings, and opportunities to participate in events tailored to your level.

13. Access to advanced skills.

The school promotes the participation of outstanding students in the available competency structure, both at the extracurricular and inter-scholastic levels. Talented students were supported so that they have access to competitions in which they can further develop their talents, in their acquisition of their age or stage of development.





14. Collaboration with Sports Clubs and National Federations.

The Spanish School of Abu Dhabi will collaborate with local sports clubs to bring the offer of talents, training master classes, refereeing sessions and competition venues closer. This accompaniment to students is the opportunity to receive advanced level training and compete in a high-performance environment.

15. Support for Students with Special Educational Needs.

The school actively promotes activities for students with additional learning needs. Support is provided to ensure that these students can access opportunities for sports competition and further develop their skills in an inclusive environment.

The Spanish School of Abu Dhabi is committed to promoting the spirit of sporting integrity and healthy competition in all its physical education and sports activities. Through an inclusive approach, which values participation and enjoyment, all students, at their skill level, have the opportunity to develop physically, share valuable experiences and learn the core values that guide the sport. In turn, talented students are supported to continue their athletic development in an environment of support and opportunity.

7. TEACHERS AND COACHES.

The Spanish School of Abu Dhabi is committed to recruiting trained Physical Education teachers who are available to an environment of continuous professional development that allows them to improve adjustments and their specialized knowledge in the field. This policy aims to ensure that all students receive high-quality physical education, delivered by qualified and well-prepared professionals.

1. Eligibility for Hiring.

The school ensures that all PE teachers have been recruited with the eligibility requirements set by the ADEK (Abu Dhabi Department of Education and Knowledge) School Staff Eligibility Policy. These:

- Have the academic qualifications and professional certifications for physical education at the school level.
- Adequate work experience in teaching the subject, with a focus on physical education and sport.
- Comply with the quality standards established by ADEK in the training and performance of teachers.

2. Compliance with ADEK standards.





The teaching staff will be selected to conform to the quality criteria set by ADEK, and the school ensures that each teacher meets national and international requirements with the teaching of physical education.

3. Continuing Professional Development (CPD) requirements.

The school completes 75 hours of Continuing Professional Development (CPD) per year, with the aim of improving skills and strengthening their technical knowledge in physical education and sports. This CPD:

- Specific training in Physical Education: Courses, workshops and seminars that aim to follow up-to-date topics and topics related to the teaching of Physical Education, such as pedagogical measures, planning, learning assessment, and innovative approaches in the teaching of sport.
- Skills improvement: Training focused on managing student motivation, and differentiation to serve students with diverse needs and abilities.
- Sports Trends Update: Participation in events and trainings that keep teachers on the latest trends in sports, new training methodologies, and advances in the understanding of physical activity and health.

4. Compliance with the requirements of the Educational System.

In addition, teachers must comply with any requirements applicable to the school's Teaching Staff Employment Policy, which includes compliance with development measures and the Assessment of the status of their professional progress.

5. Opportunities for Professional Growth.

The school will promote an environment of continuous growth, for Physical Education teachers to participate in additional professional development opportunities, such as international conferences, specialized courses and training in complementary areas such as health, sports nutrition and leadership in school sports.

6. Planning and Resources.

The school communicates adequate resources and a favorable environment for Physical Education teachers to plan and execute their lessons effectively. This includes the provision of adequate spaces for sports practice, high-quality equipment and didactic material relevant to the Physical Education curriculum.

7. Evaluation and Continuous Feedback.





Internal evaluation processes are implemented to measure the effectiveness of the teaching work and constructive feedback. The school ensures that teachers receive additional support and resources if areas for improvement in their performance are identified.

8. Selection and Hiring of Coaches.

The school is free to hire coaches at its discretion. This includes the appointment of any current staff members, such as administration, masters of distinctions, or individuals with an interest or with specific knowledge. The recruitment process must ensure that coaches selected meet the following eligibility requirements:

a. ADEK Accredited Trainers:

All coaches must complete ADEK-endorsed coach training. Training Station aligns with ADEK's policies and regulations in the training of sports coaches.

b. International Licensed Coaches:

Coaches with internationally recognized training license. International licenses or awards must be validated according to the standards set by ADEK.

c. Coaches Provided by Independent Providers:

Coaches through independent providers (companies external to the center) must have an internationally recognized training award in their sports specialty. The school ensures that all third-party vendors meet the professional action requirements.

d. Limitation in the Teaching of Physical Education:

Coaches who do not have the training of a subject teacher are not allowed to teach PE consideration on their own, except in highly specialized modules within the area (e.g., dance, yoga). In these cases, coaches can act as specialized instructors, but always under the supervision of a Physical Education teacher.

9. Quality Assurance in Training.

Coaches must always be aligned with the educational quality policies of the school and ADEK, which includes the monitoring of the management of their result and their continuation.

10. Continuing Professional Development (CPD) hours.

The school that ensures that all directly employed coaches receive 25 hours annually of Continuous Professional Development (CPD) in specific areas related to sports pedagogy, technical training and skill development in their sports discipline. It highlights:

- Training in sports pedagogy: Improvement of didactic skills to work effectively with students of various ages and abilities.





- Continuous training in sports techniques: Update on new trends and best practices in sports teaching and training.
- Sports Safety and Wellness Management Education: Training in Injury Management, Accident Prevention, and Comprehensive Student Well-being.

11. Compliance with the requirements of the School Employment Policy.

In addition to CPD hours, the school ensures that all coaches comply with any requirements that have conformed to ADEK's School Employment Policy and regulations pertaining to the protection and welfare of students.

12. Compliance with ADEK's School Employment Policy.

The Spanish School Abu Dhabi complies with all the requirements set out in ADEK's School Employment Policy, which ensures that both teachers and coaches are hired under conditions that respect the labour and professional rights of the staff, as well as complying with local rules and regulations:

- Pay equity and fair working conditions.
- Compliance with adequate working hours and attention to the rights of the worker.

13. Student Protection Policy.

The school also ensures that all coaches comply with the guidelines of ADEK's Student Protection Policy, which follow best practices for the safety, well-being, and safety of students in all activities.

8. HEALTH AND SAFETY.

The Spanish School of Abu Dhabi is committed to providing a safe and healthy environment for all students during Physical Education and School Sports activities. The school has looked at health and safety that has ensured the protection of students, teaching staff and coaches. This policy includes preventive measures and protocols for action in the event of incidents, in order to minimise risks and ensure the well-being of all those involved.

1. Signing of the Student Protection Policy.

All PE teachers, coaches, and volunteers involved in athletic activities are rebooted to the school's Student Protection Policy. In addition, the relevant training in protection and well-being of students is benefited, forming the Student Protection Policy of the ADEK School.

2. Health and Safety Records.





Physical Education Teachers must keep informed and recorded all incidents related to health and safety during physical education activities and school sports. These records should include:

- Description of the incidents that occurred.
- Actions in responses.
- Any necessary follow-up, in accordance with ADEK's minimum health and safety standards. The school must ensure that all staff receive regular health and safety training.

3. Training in Aids.

All Physical Education teachers and coaches must obtain a valid certificate of first aid training, accredited and approved by the UAE health authorities. The school will need to have a process for addressing doctors, how to include protocols, protocols on how it is about specialized personnel beyond more than first aid.

4. Risk Assessments and Equipment Maintenance.

Before any new activities are conducted, the school takes a risk review to ensure that the activities are safe for students. Others, all lost sports equipment (fixed and portable) will need to review and maintain the usual changes, ensuring that they are adjusted for the level and ability of the students. This includes compliance with equipment manufacturer restrictions, such as height, weight, and age limits.

5. Periodic Review of Facilities.

The school carries out regular checks of the sports facilities to ensure that they are free of hazards and have been acquired for use. There is a process for reporting and rectifying any area in the Counseling in accordance with ADEK's School Health and Safety Policy.

6. Access to Student Medical Records.

Physical Education teachers and coaches have access to students' medical records to be aware of medical conditions that may be relevant in the context of physical activity and sports. This is especially important in activities outside of the school site or outside of regular hours, where access to the school nurse could be limited with ADEK's School Records Policy.

7. Accommodation for Students with Medical Conditions

Medical conditions should not prevent a student from permanently participating in physical education activities and school deportees. If necessary, schools will adapt to the





activities or modify the equipment used to minimize the risk of injury, whenever possible and in accordance with relevant medical recommendations.

8. Evaluation of Climatic Conditions.

Before each outdoor physical activity, the school will check the weather conditions (heat, humidity, wind, air quality) to determine if the activity should continue or if adjustments need to be made. If weather conditions pose a risk to the safety of students, the activity was adjusted or according to the suspension of the sea.

9. Adequate hydration.

Schools ensured students hydrate earlier than usual, during and after physical activities. Access to adequate fluids during activities to prevent dehydration and ensure safe performance.

10. Sun Protection Measures.

The school will adopt sun protection measures for students during outdoor activities, such as:

- Promote the use of shady spaces in activity areas.
- Implement school policies that include hat determination, use of protective cream, and other measures to reduce direct sun exposure.

11. Uniforms Adapted to the Climate.

During the hot months or in extreme weather conditions, the school will allow the use of the Physical Education uniform. Students who may choose to use more dryers that are allowed comfortable and protected from the heat, rather than school studies, which may be more gruesome or mayor coverage.

9. PHYSICAL EDUCATION: CURRICULUM, PEDAGOGY AND EVALUATION.

Our school's Physical Education Curriculum is based on the holistic development of students, their physical, social, cognitive, and psychological needs. The intention is to provide a physical education that allows students to protect in all areas related to movement, physical activity and the values associated with sports practice.

1. Components of the Study Plan.





a. Skills.

- Foundational Movement Skills: Students will develop basic motor skills, such as: running, salting, turning, throwing, catching, and others that are essential for a good foundation of physical skills.
- Activity-specific skills: Specialized skills are taught in different sports and activities, such as soccer, basketball, track and field, swimming, among others.
- Transferable/Life Skills: In addition to sports skills, skills were fostered that students can apply in other aspects of their lives, such as cooperation, decision-making, problem-solving, and emotional management.

b. Knowledge and information.

- Activity-specific knowledge: Students will learn the rules, strategies, and techniques of various activities and sports.
- Healthy and active lifestyle: Awareness of the importance of general well-being, Iraq, mental health, and the relationship between physical activity and the development of a healthy lifestyle continues to be promoted.

c. Values and behaviors

- Development of values: Through sports practice, students learn determination, resilience, honesty, respect, respect, teamwork, trust in oneself, and sports friend.
- Handling difficult situations: Students will learn to maintain a positive attitude in the face of different situations, events and special activities, which will cause the loss of the subject during exam periods.

2. Progressive Planning and Evaluation.

to. Progressive lesson planning: Physical education becomes progressive and systematic, aligned with the physical and cognitive development of students. Lessons are designed for students who are physically adapted to adapt to their age and developmental stage.

b. Performance Assessment: Schools implement appropriate assessments to measure student performance in Physical Education. These evaluations:

- Measure student achievement in the various areas (physical, social, cognitive, and psychological).
- Identify the steps students take to continue their progress.
- Help teachers cordon off lessons to better suit individual student needs.
-

c. Inclusive pedagogical approaches: Inclusive pedagogical language will be fundamental in the teaching process. To avoid limiting terms and expressions such as: move, travel, send, and receive, instead of running, jumping, catching, and throwing, promoting the





participation of all students, at their physical level.

3. Minimum Time of Physical Education per Week.

to. Time spent on actual physical activity: Students are expected to spend an average of at least 60 minutes per week on actual physical activity (sports practice), with the goal of reaching 120 minutes per week whenever possible. This time is balanced with learning the more theoretical aspects, such as rules of the game and strategies.

b. Occasional reduction of Physical Education time: In certain exceptional cases, such as exam periods or bilateral weather conditions, the minimum Physical Education time was reduced, without this seriously affecting the development of students.

c. Classes for the youngest: Physical Education classes for kindergarten and first cycle students are shorter and more frequent to maximize their physical and cognitive development, adapt to the needs of the youngest children.

d. Flexibility for Cycle 3 students: In Cycle 3, Physical Education classes will be compulsory, although physical activity is still important, priority is given to academic needs in this cycle.

10. SCHOOL SPORTS FACILITIES.

The school is authorized to work with local partners to offer the use of its school facilities. This use can be free or rented through rental, in order to maximize the use of the facilities and encourage physical activity in the local community. By opening school facilities to the community, the school contributes to promoting an active and healthy lifestyle and supporting the school's integration with its environment, protecting participation in physical activities.

10.2 Access Restrictions.

When the use of school facilities and ancillary spaces (such as changing rooms and sports areas) by external users is permitted, the school blocks access to other areas of the school and is strictly restricted. Only spaces authorized for reliable external use, and access to areas subject to exclusive facilities for students or school personnel is blocked to ensure the safety of students and staff.

10.3 Student Protection Policies.

It is essential that external partners who make use of the fully school facilities are informed about ADEK's safety and security policies. In addition, all community partners sign the Student Protection Policy of the Spanish School of Abu Dhabi. This ensures that student safety and protection standards are followed, providing a safe and secure environment for students as well as external users participating in activities within the school premises.





These measures ensure that the community use of the facilities of the Spanish School of Abu Dhabi is made a reality in a safe, regulated manner and in full compliance with ADEK's student protection standards and policies, contributing to the integration of the school into the community without compromising the safety and well-being of the students.

11. MONITORING AND EVALUATION.

The school develops, implements and monitors indicators to evaluate the effectiveness of its physical education and school sports policy. In addition, you must inform ADEK about the following indicators, such as any data that may be required for monitoring:

1. Monitoring of Average Moderate to Intense Physical Activity (MVPA).

- Method Development: The school should design and adopt a to monitor students' average physical to intense activity (MVPA) per day.
- Real Indicator: Ordinary schools and report the MVPA Reality, detailing the average number of minutes that students spend on the activity.
- Method and effectiveness: Schools must provide the method used to measure MVPA and evaluate its effectiveness in ensuring data accuracy. This could incorporate the use of monitoring devices, surveys, direct observations, or other appropriate approaches.

2. Supervision of Physical Education Services.

- Average Number of Minutes: Schools must track the average number of minutes of physical education per week for all students during the school year. This data should include the hours of education class and related physical activities.
- Minutes by School Year Report: Schools must report this information to ADEK, broken down by school year, to ensure compliance with the minimum recommended time standards for physical education.

3. Student Participation in Events and Activities.

- Participation Record: Required schools keep a detailed track of student participation in all sporting events, extracurricular activities, competitions, among others.
- Student List: They must keep a record of the students participating in each event or activity. This tracking must be documented and assign student performance reports, per ADEK's Student Performance Reporting Policy.

4. Inclusion of Students with Learning Needs.

- Inclusive Participation Tracking: Schools must also track the participation of students with learning needs and compare their participation levels to the general school population.





- Benchmarking: It is essential that schools conduct an analysis to identify these students as having the most recent opportunities for participation and any additional adjustment is required to maximize their inclusion in professional activities and.

12. COMPLIANCE.

The Physical Education and School Activities policy effective April 26, 2023, indicates that schools meet the requirements and guidelines of this policy for the 2024/25 academic year, which will be known with the fall semester. This deadline establishes a period of progressive implementation for educational institutions to prepare and adapt to the new standards.

12.2 Consequences for non-compliance.

Failure to comply with this policy will be dealt with in accordance with the legal responsibilities and penalties stipulated by ADEK's regulations, policies and requirements. In addition to the internal consequences in terms of compliance with school rules, the minimum non-compliance subject to possible sanctions:

1. Legal:

- It is applied in accordance with the provisions established in Federal Decree Law No. 31 of 2021, which regulates forfeiture and penalties and their amendments.
- Any violation of this policy may also be subject to other laws that require education and school activities in the UAE.

2. ADEK's intervention:

- ADEK reserves the right to intervene directly if a school is found to have breached its obligations under this policy. Interventions may include reviewing the school's situation, implementing corrective measures, or imposing sanctions as provided in the regulations.





13. ANNEX.

1. School club registration.

CLUB: _____

QUARTER: _____

DAYS: _____

TIMETABLE: _____

TEACHER: _____

| | NAME | COURSE | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 |
|---|------|--------|--------|--------|--------|--------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |





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| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |

2. Record of healthy habits.

| | NUMBER | COURSE | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 |
|----|--------|--------|--------|--------|--------|--------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |

LEGEND:

- 1- HEALTHY.
- 2- UNHEALTHY.





3- DINING ROOM FOOD.

3. ADEK sports event school authorization registration.

FOOTBALL COMPETITION PACK -U11-

(Abu Dhabi Sport Championship 2025)

Dear Families,

The 2025 football event **convened by ADEK for schools has begun** . Our participation begins on **January 18** and takes place as follows.

1. Group round.

Date: 18/01/2025

Time: 9.00 – 19.00

Lugar: AD Cricket & Sports Hub

2. Knockout phase.

Date: 01/02/2025

Time: 9.00 – 17.00

Lugar: AD Cricket & Sports Hub

3. Final.





Date: 22/02/2025

Time: 13.00 – 18.00

Location: TBC

NAME AND SURNAME OF THE FATHER/MOTHER: _____

SIGNATURE: _____

I authorize my son to attend and participate in the matches called by ADEK.

Students must bring:

- a. Clothing: School polo shirt, blue shorts, long white or blue socks, shin guards, futsal shoes.
- b. Others: fresh water, fruit and snack
- c. Documentation: Emirates ID or Passport

- 4. Registration of authorization for school sports outing.

School Exit Authorization

As part of our commitment to offer comprehensive and meaningful educational experiences, we will carry out a school outing. We will visit the School of Italy to enjoy a football tournament celebrating the week of sport.

Day:

Hour:

1. Student's Name: _____

2. Parent's name: _____

3. Emergency contact telephone number: _____

4. Consent

- I AUTHORIZE my child to go out to school.
- I DO NOT AUTHORIZE my child to go to school

5. Allergies: _____

6. Photo Consent





- o I give permission to the school to take photos of my child during the school outing.
- o I DO NOT GIVE permission to the school to take photos of my child during the outing

7. I authorize the person responsible to take the appropriate measures in the event that my child does not comply with the regulations established during the school outing.

What are the standards to be met by students?

As is the case within our school grounds, the policies established in the space we are going to visit must be respected. The fact of having an unacceptable behavior can lead to the suspension of the activity for that student, with the parent or legal guardian of the student being the maximum responsible.

- o I GIVE permission
- o I DO NOT GIVE PERMISSION

The cost of the sports outing is ___ AED, please send this exact amount to the tutors of your children in a sealed envelope, with the name of the student and the class. Deadline: January 21.

Parent/Legal Guardian Signature: _____

4. Registration of talented students / Special educational needs or motor difficulties

| | NAME | COURSE | REGISTRATION | DESCRIPTION |
|----|------|--------|--------------|-------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
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| 8 | | | | |
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| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |

LEGEND:

- 1- TALENT.
- 2- SPECIAL EDUCATIONAL NEEDS.
- 3- MOTOR DIFFICULTY.





5. Registration of a sports community invitation.

Dear families:

From the **Community Welfare Coordination** we are pleased to inform you that the AL JAZIRA soccer team invites us free of charge to attend the next soccer match that they are going to play in their stadium. All this is configured within the program promoted by our school to collaborate with institutions in our city promoting community, social and sports links.

Here is the information about the event:

Venue: **Al Jazira Stadium** (Mohammed bin Zayed Stadium) Address: Sultan Bin Zayed The First St - Al Nahyan - Zone 1 - Abu Dhabi Date: Friday, **January 31, 2025** Kick-off time: **8:00 p.m.**

To get tickets there are two modalities

1. Access and complete the information at the following **link**:

<https://forms.gle/myRYua1dx48MswcS8>





المدرسة الإسبانية في أبوظبي

The Spanish School of Abu Dhabi

2. **Email** to: Mansoor Al Yafeai, m.yafeai@jc.ae with the subject Spanish School of Abu Dhabi football tickets informing you of the amount you wish to request.

We are waiting for you!



INTERNATIONAL SCHOOLS ASSOCIATION

School landline : 02 31 01 888 School P.O Box: 63797

www.spanishschool.ae info@spanishschool.ae