



مدرسة جلوبال الفلبينية

THE PHILIPPINE GLOBAL SCHOOL

Leader in Academic Excellence and Values Formation

Hadbat Al Zaafaranah, Abu Dhabi, United Arab Emirates

PHYSICAL EDUCATION AND SCHOOL SPORTS POLICY

SECTION 1. School's Philosophy, Vision, Mission and Aims

I. Introduction

The Philippine Global School (TPGS) recognizes the importance of physical education and sports in the holistic development of students. This policy aligns with the ADEK P.E. and School Sports Policy (2025) and aims to foster physical literacy, inclusivity, health, well-being, and lifelong participation in physical activity.

II. School's Educational Philosophy, Vision and Mission Statement

Educational Philosophy

The Philippine Global School is geared towards developing a holistic personality among learners, physically fit, emotionally stable, morally upright, intellectually capable, spiritually guided, scientifically empowered and culturally awakened in a global competitive society.

Vision

We envision to be the center of academic excellence, train students to become good leaders who are globally competitive and build character that makes a difference; Equipping them to be competent for the future challenges and be of service to mankind.

Mission

The Philippine Global School is a God-centered learning institution. It is committed to providing education for the development of the youth in all aspects of life, striving for excellence in academic, social, physical, and spiritual lives of its students, their families, the community and the world. Our mission is to provide an affordable quality education while developing and nurturing the whole child in a God-centered environment.

III. Objectives

The purpose of this policy is to foster a culture where every student is physically active, confident, and motivated to lead a healthy lifestyle. Through Physical

Education (PE) and School Sports, The Philippine Global School is committed to promoting lifelong physical literacy, enhancing student wellbeing, supporting positive behavior, and equipping students with the skills needed to remain active throughout their lives

The Philippine Global School Physical Education and School Sports Policy (PESSP) outlines the essential standards required across the school network to achieve these aims. Specifically, it seeks to:

- Establish clear minimum expectations for the provision of Physical Education and sports opportunities accessible to all students.
- Actively promote the value of daily physical activity, encouraging both structured and unstructured participation.
- Ensure that PE is inclusive and responsive to the diverse needs of all learners, including those with additional learning needs as well as gifted and talented students.
- Deliver high-quality curricular and extracurricular experiences through effective teaching, aligned with The Philippine Global School Teaching and Learning Policy.
- Support the holistic development of every student, using sport as a means to enhance physical, social, emotional, and cognitive growth.

SECTION 2. Staying Active

The Philippine Global School provides opportunities for students to be active throughout the school day, reaching a target of at least 30 minutes of **moderate-to-vigorous physical activity** (MVPA) within the school setting (contributing to a daily goal of 60 minutes within the school and home settings. In line with ADEK PE and School Sports policy, TPGS structures its provision with 230 minutes of organised physical activity weekly, delivered through two 40-minute Physical Education lessons and a five 30-minute whole-school physical activity initiative focused on active movement.

MVPA opportunities for include, but are not limited to:

- Opportunities for students to be active during break times, with safe space, and adequate facilities for students to engage in informal play, as well as semi-formal and organized Physical Activity (PA).
- Conduct biannual physical fitness assessments for students, in collaboration with the school nurse and clinic, to encourage sustained participation in activities that promote long-term health and overall well-being
- Implement school-wide initiatives that include non-academic club sessions held four times a month, alongside optimizing classroom and school environments to minimize prolonged sitting. These initiatives encourage standing, walking, movement, sports, and other recreational activities during curriculum time, while promoting the lifelong value of maintaining a physically active lifestyle.
- Providing internally ran and externally ran ECA opportunities after school hours.

- Opportunities for extra-curricular activities, including both intra, and interschool sporting competitions, after school clubs, and province wide sporting competitions.
- Engagement with key stakeholders to increase awareness of broader sports programs within schools and provide extra-curricular sporting opportunities through identified TPGS partners.
- Provide targeted support for individual students or groups identified as the least physically active—based on fitness testing and BMI checks—while ensuring this is done sensitively to avoid stigmatization. Additional opportunities and encouragement will be offered to help these students increase their physical activity levels and participate more fully in PE and sports.

SECTION 3. Inclusion

Inclusive Participation in Physical Education and School Sports

The Philippine Global School (TPGS) is committed to ensuring that **all students** have equitable access to high-quality Physical Education (PE) and school sports, regardless of gender, learning needs, or level of ability.

1. Universal Participation

- All students shall actively participate in the designated PE class for their year level.
- In cases where a specific activity or task limits a student's full engagement, teachers shall provide alternative roles (e.g., team leader, referee, scorekeeper, or team manager) to promote continued involvement and meaningful learning.
- The Head of PE shall ensure that PE teachers plan and implement lessons with **reasonable adjustments** to content, teaching strategies, and resources to support students' diverse learning profiles.

2. Equitable Opportunities

- Girls/young women, students with additional learning needs, and gifted and/or talented students shall be given the **same opportunities** as their peers to take part in all aspects of PE and school sports.
- Students shall be encouraged and supported to participate and compete in **intra- and inter-school sports**, in alignment with the ADEK Coeducation Policy and gender-specific requirements.
- Where necessary, additional scaffolding, mentoring, or coaching shall be provided to ensure that participation is both safe and developmentally appropriate.

Tiered Model of Inclusion in PE and Sports

TPGS adopts a **Tiered Model of Support** to ensure that all students can meaningfully access, participate in, and progress within PE and sports activities:

Tier 1 – Universal Provision (For All Students)

- Differentiated instruction to accommodate varying ability levels.
- Access to age-appropriate, safe, and inclusive PE curricula.

- Flexible grouping in activities (mixed ability, single-gender, or skill-based as appropriate).
- Inclusive sports days and recreational events where all students can contribute.

Tier 2 – Targeted Support (For Students Requiring Additional Assistance)

- Reasonable adjustments such as modified equipment (lighter balls, wider goals, adapted apparatus).
- Alternative activity pathways (e.g., non-contact versions of sports, adapted fitness programs).
- Short-term intervention groups focusing on skill development, confidence building, and teamwork.
- Assignment of supportive roles (e.g., assistant coach, analyst, or strategist) when physical limitations temporarily restrict full participation.

Tier 3 – Specialized/Individualized Support (For Students with Significant or Specific Needs)

- Individualized PE plans aligned with a student's learning profile, health plan, or IEP.
- Collaboration with the Inclusion Department, school nurse, and parents to ensure safe participation.
- Access to specialized coaching, therapy-based movement programs, or highly adapted sports.
- Provision of enrichment pathways for gifted and talented athletes, including advanced training opportunities, external competitions, and leadership roles in school sports programs.

SECTION 4. Physical Literacy

4.1. Physical Literacy Framework: TPGS develop a Physical Literacy Framework that defines the **physical, social, cognitive, and psychological** domains of movement for students of all ages and stages of development. These domains focus:

- **Confidence, Motivation, and Perseverance:** *“I feel confident, stay motivated, and persevere when engaging in physical activities.”*
- **Collaboration, Communication, Ethics, Enjoyment, and Respect:** *“I work well with others, communicate effectively, act ethically, enjoy participation, and show respect in sports and activities.”*
- **Movement Skills, Physical Competence, and Health-Related Fitness:** *“I can perform a variety of movement skills, demonstrate physical competence, and maintain fitness for good health.”*
- **Understanding Movement Concepts, Rules, and Strategies:** *“I understand movement principles, game rules, and strategies, and can apply them to improve performance and stay active.”*

4.2. Schools shall use their Physical Literacy Framework to guide PE teachers and coaches in designing the PE curriculum and school sports programs, ensuring alignment with physical literacy outcomes.

4.3. PE teachers and coaches shall adapt planning within the framework to meet the needs of individual students or groups, ensuring activities are both stage-appropriate

and age-appropriate to support progressive development. From basic motor skills in lower grades to sport-specific techniques in upper grades.

4.4. Schools shall engage teachers, coaches, volunteers and parents in fostering student physical literacy by raising awareness of their shared role in supporting students' growth through PE and school sports.

(Please see attached Physical Literacy Framework)

SECTION 5. Competition

5.1. The Philippine Global School will promote and value the development of sporting integral and health competition. Based upon the values of determination, resilience, diligence, honesty, passion, sportsmanship, respect, self-belief, independence, and teamwork, amongst others. PE staff will display culturally integrated values in line with ADEK Cultural Identity that correspond with sporting integrity values.

5.2. Competitive Opportunities

- TPGS shall provide opportunities for all students to participate in competition through PE or school sports via:
 - Intra-school competitions, introducing all students to the benefits and enjoyment of participating and competing in sports through annual Sports Fest and inter-class competitions.
 - Inter-school competitions, providing opportunities for all students to take part in well-matched competitions against other schools. This can be within sporting leagues such as ADEK Sports Championship, Jr. NBA, FIBA 3x3, PSAM or other competitive fixtures among school.
- These competitions shall be for everyone, not just the most talented, and should be designed to be as inclusive as possible for all students by:
 - Adapting competitions to make them easier or more challenging.
 - Including competitions that provide additional formats to increase access to participation in a sport.
- Where appropriate TPGS shall offer students the opportunity to participate in all competitions organized by ADEK or other government entities.
- All students will be given fair and equal access to trial for competitive teams and where appropriate secondary and tertiary teams will be adopted for extra spaces within the schedule.
- HOD and P.E teachers and coaches reserve the right to remove students from their competitive teams following behavior issues both in and out of the classroom.

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

- PE staff shall make reasonable adaptations to the PE experience of gifted and/or talented students to provide them with sufficient challenges, either physical or psychologically in preparation for their development.
- TPGS shall engage with available competition structures to give all students, including gifted and/or talented students, the opportunity to compete with their peers and develop their talents further.
- TPGS shall engage with local sports clubs or national sports federations to provide, where possible, talent identification, coaching masterclasses, officials, and venues for competitions.
- TPGS recognize that talent pathways exist for students with additional learning needs and provide support, where possible, to ensure that they are able to access these pathways.

SECTION 6. Health and Safety in PE and School Sports

6.1 Compliance and Training

- TPGS adheres to the minimum standards of student health and safety as outlined in the TPGS Health and Safety Policy.
- All staff receive regular, mandatory training to ensure safe practices across PE and school sports.
- PE teachers, coaches, and volunteers, alongside all TPGS staff, annually sign the **Student Protection Policy** and complete training as per the ADEK Student Protection Policy.

6.2 Risk Assessment and Facilities Management

- PE staff must review **risk assessments (RA)** for all sporting activities, including units of work, trips, sporting fixtures, in-school events, and external events. All RA's shall be documented and uploaded to Google Drive.
- Head of PE, in coordination with the OHS, shall conduct thorough **risk assessments for newly introduced activities**.
- All PE and sports equipment must be regularly inspected, properly maintained, and suited to the size, age, and ability of the students.
- The Head of PE, in collaboration with PE teachers, shall carry out **regular facility inspections** to ensure they are safe and hazard-free.
- A clear **reporting and recording process** must be established to address unsafe areas.

6.3 Medical Safety and Student Health

- School Nurse and Head of PE shall ensure all PE teachers and coaches are informed of **student medical conditions** that may affect participation.

- For **off-site events** or activities beyond school hours, all players must present a medical report to identify their health status (see Medical Record Policy).
- Medical conditions should not permanently prevent a student's participation; activities should be **adjusted or modified** to minimize risks.
- All requests for **medical exemptions** from PE must be formally communicated by parents, documented, and monitored.

6.4 Incident Management and Emergency Procedures

- All incidents and actions during PE and sports shall be **documented and monitored** through the incident report register.
- In case of **minor injury**, students must be escorted to the school nurse, who will follow the school's nursing procedure.
- TPGS follows a **clear incident management process**, including when to involve specialist personnel (e.g., first aider).
- For **emergency procedures**, staff must follow the School Policy for Accidents and Emergencies and the Procedures for Handling Incidents during PE and Sports Activities.

6.5 Environmental, Hydration, and Attire Guidelines

- PE teachers must **assess environmental conditions** (heat, humidity, UV index) before each activity to ensure safety. Activities may be modified, rescheduled, or relocated.
- All students must have **access to hydration facilities**; teachers must allow regular water breaks. Students are expected to bring their own water bottles.
- **Sun safety measures** must be implemented, including shaded areas, use of hats, sunscreen, and adherence to the **"No Hat, No Play" Policy**.
- During **fasting periods**, activities must be modified to safeguard student wellbeing.
- Students must wear the **designated PE uniform and training shoes**. Unsafe or unsuitable attire will result in exclusion from active participation; alternative roles (e.g., referee, assistant, scorekeeper) shall be assigned.
- Students engaging in **high-risk behaviors** will receive consequences in accordance with the Student Handbook and School Behavior Policy.

SECTION 7. School Sports Facilities and Equipment

7.1. Responsibilities for Safety, Maintenance, and Use of PE Facilities and Equipment

The Head of PE, and the PE Team, share joint responsibility for ensuring that all PE and sports facilities, resources, and equipment are safe, well-maintained, and effectively utilized to maximize student learning and participation. This collaborative responsibility covers **regular monitoring, preventative maintenance, incident reporting, and safeguarding compliance**.

7.1.1 Equipment Safety and Maintenance

- **Regular Inspections:**

All PE and sports equipment shall undergo **scheduled, documented inspections** (e.g., monthly and annually). Any blemishes, damages, or potential safety risks identified must be recorded in the **Equipment Inspection Log**.

- **Immediate Action for Unsafe Items:**

Equipment deemed unsuitable for use must be **removed from circulation** until repaired or replaced. Temporary repairs must meet minimum safety standards before reuse.

- **Accountability:**

The Head of PE shall coordinate with the Maintenance Team to ensure timely repair or replacement, while PE teachers remain vigilant in spotting concerns during daily use.

7.1.2 Teacher Responsibility During Use

- **On-the-Spot Monitoring:**

All PE teachers are responsible for continuously monitoring equipment during classes, training sessions, and extracurricular activities.

- **Prompt Reporting:**

Any damage, unusual wear, or malfunction identified must be immediately reported to the **Head of PE**, using the established **equipment reporting system** (e.g., logbook or email protocol).

- **Student Safety During Lessons:**

Teachers must ensure that equipment is used only for its intended purpose, by students wearing appropriate attire, and under direct supervision at all times.

7.1.3 Use of School Facilities by External Users

When TPGS opens its PE and sports facilities to **external users, partner organizations, or community groups**, the following safeguards shall apply:

1. **Restricted Access:**

- Access shall be strictly limited to the **designated PE and sports facilities only**.
- Movement into academic areas, administrative offices, or other parts of the school site remains **prohibited**.

2. **Safeguarding Protocols:**

- External users must comply with all safeguarding rules, including **controlled entry and exit procedures, supervision requirements, and restricted student contact**.
- A **designated staff member** (Head of PE and or PE Team) must be present to monitor compliance whenever facilities are in use by outsiders.

3. **Compliance with ADEK Regulations:**

- All external partners must be made fully aware of **ADEK regulations** concerning student protection, child safeguarding, and safe facility use.
- External partners shall formally acknowledge these rules and **sign the TPGS Student Protection Policy** before being granted access.

7.1.4 Monitoring and Accountability

- **Head of PE:** Oversees daily usage, safety compliance, and coordination with teaching staff.
- **Maintenance:** Responsible for repairs, and long-term facility maintenance.
- **PE Team:** Ensures equipment and spaces are safely used, reports issues promptly, and reinforces safeguarding measures.
- **Documentation:** All inspections, reports, and partner agreements shall be stored digitally (Google Drive or School Management System) for **audit and reference**.

SECTION 8. Monitoring, Evaluation, and Compliance

8.1 Monitoring and Evaluation

TPGS is committed to ensuring the continuous improvement and accountability of its PE and School Sports Policy. The school shall develop **internal indicators** and processes to evaluate effectiveness and report required data to ADEK, in line with its regulations and expectations.

The following key indicators shall be monitored:

1. **Monitoring of Moderate-to-Vigorous Physical Activity (MVPA):**
 - TPGS shall develop and implement a reliable method for monitoring students' average **MVPA per day**.
 - The school shall report to ADEK the actual calculated indicator, the monitoring method used, and an evaluation of the effectiveness of that method in accurately measuring MVPA.
2. **Provision of PE Minutes:**
 - TPGS shall monitor and record the **average number of minutes of PE taught per week** across the school year.
 - This shall be reported per year group to ensure compliance with ADEK's minimum PE requirements.
3. **Student Participation in Sports and Activities:**
 - TPGS shall maintain accurate **student rosters** for participation in sports events, extracurricular activities, inter-house competitions, and inter-school tournaments.
 - This information shall be linked to and reflected in **Student Performance Reports**, as required by the ADEK School Student Performance Reports Policy.
4. **Inclusion Monitoring:**
 - TPGS shall specifically track and compare the **participation levels of students with additional learning needs** against those of the overall student population.
 - Where discrepancies are found, strategies shall be developed to improve inclusion and equity of access to PE and sports.

8.2 Compliance

1. **Effective Date:**
 - This policy shall be effective as of **26 April 2023**.
 - TPGS shall achieve **full compliance by Academic Year 2024/25**.

2. **Regulatory Accountability:**

- Failure to comply with this policy shall result in **legal accountability and penalties** in accordance with ADEK's regulations, policies, and requirements.
- Such accountability shall be **in addition to** any penalties imposed by Federal Decree Law No. (31) of 2021, Promulgating the Crimes and Penalties, and its amendments, or any other relevant law.

3. **Oversight by ADEK:**

- ADEK reserves the right to **review, inspect, and intervene** if TPGS is found in violation of its obligations under this policy.
- TPGS shall cooperate fully with ADEK during inspections, audits, and reporting processes to ensure full transparency and compliance.