

Physical Education & School sport

*.. a journey of physical activity
at Fairgreen International
School.*

Meet the team

left to right



Jose Miguel
Swimming teacher and PE assistant
(rooftop gardner!)

Daniel Walker
Athletic and Activities Director

Amber Withers
Snr. Sch. PE / Snr. Sch. G&T coordinator

Emerald Ladjimi
Prim. Sch. PE / House coordinator

Sam Dooley
Prim. Sch. PE . Prim. G&T coordinator

James McSweeney
Head of Whole School PE

Leo Picolli
Lifeguard / PE assistant

- The why of PE and school sport.
- Context is 'king', designing the curriculum.
- Finding active pathways through school sport and the ASA programme.
- FMS.
- Questions.

The why of PE and school sport.

- Physical literacy
- Our vision and intent
- Committed to making sure each student is
W.E.L.L



Our hope is that through the curriculum, students understand why we need to be active and explore different ways in which they can achieve that goal. Even in their old age !

Physical Literacy - the ultimate aim of PE, school sports and additional physical activities.

“Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”

(IPLA, 2017)

Fairgreen International School PE Department

Committed to making sure every student is W.E.L.L

#engageenjoyexcel

PE Vision

Our high quality physical education curriculum aims to motivate all students to engage, enjoy and excel in a range of physical activities and sports. At the heart of our delivery lies the foundation of building character and embedding life skills that can be transferred to day to day living and help create positive citizens that can contribute to a sustainable lifestyle.

PE Intent

Through fun, creative and engaging PE lessons, school sport and after school physical activities we aim to inspire and enthuse all students to lead healthy, happy and active lifestyles. We want all students to enjoy PE, feel confident to take part, try new things and be aware of the positive impact exercise has on their physical, mental and social wellbeing.



Fairgreen International School PE Department

Committed to making sure every student is W.E.L.L

WELLBEING

Securing strong physical, emotional & social aspects of wellbeing through physical education, physical activities and school sport.

LIFELONG PARTICIPANT

Igniting a love of healthy active living that will last a lifetime.



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ENJOYMENT

Finding fun through a rich and varied programme of physical activities and sports that have relevance, meaning & purpose to each child.

LIFE SKILLED

Developing life skills to flourish in school, sport, employment & life (including teamwork, resilience, creativity, communication, independence, empathy & leadership).

Characteristics of a high quality PE lesson



Context is 'king'

- The IB curriculum.
- Utilising the IB curriculum to support physical literacy.

PE Allocation per week -

PreKG & KG1 - 2 x 40 minute lessons

KG2 - 3 x 40 minute lessons

Grade 1 to Grade 5 - 2 x 60 minute lessons

Who Teaches PYP PE ?



Activities

The curriculum offers a range of different activities based upon facilities, spacing, climate and local sporting culture.

The overall aim is to build fundamental movement skills in the early years - Agility, Balance & Coordination. These are then developed through different sports and activities as the students move through the different phases of the primary school.

The curriculum serves as a vehicle to develop our students holistically whilst introducing them to different sports. The school team programme then offers the opportunity to develop and focus on more sport specific skills.

Head



1. Knowledge
2. Understanding
3. Analysis
4. Feedback
5. Responsibility
6. Rules

Heart



1. Communication
2. Leadership
3. Respect
4. Resilience
5. Effort
6. Confidence

Primary focus

Hands



1. Physical Ability
2. Fitness Levels
3. Competitive
4. Technique
5. Tactics
6. Problem Solving

Assessment

The Head, Heart and Hands approach facilitates social, emotional, and cognitive development at every age and stage of learning.

For each unit specific strands from head, heart & hands are used in line with the IB's ATL (approaches to learning) skills.

Example - Basketball unit for Grade 3 will focus on developing sport specific skills in order to improve game play whilst also focussing on the communication skills needed to be effective as part of a team.

Students are then assessed on their performance in a game along with their communication skills. All grades are based on the Fairgreen 1-7 scale.

Swimming in the PYP

Swimming

**Each class swims twice a year for a 6-8 week block
12-14 lessons a year**

Swimming forms part of the curriculum and like all other activities is there to introduce the sport, help learn the basics skills and develop an understanding of water safety. Once in place students are taught movement in the water through the different strokes.

Our staff have numerous years of experience in teaching swimming and are assisted by Mr Leo our lifeguard & Mr Jose, our swim teacher



Swimming in the PYP

Students are grouped by their current level and swimming experience to ensure the lessons are suitable for their stage of development.

Safety is the number 1 priority for all PE lessons but we understand that it needs extra emphasis for swimming.

The small pool is used for younger years and where appropriate for less confident students across the PYP.

We are fully equipped with a variety of swim tools in order to differentiate to all levels of learners.

Developing water confidence and an understanding of how to be safe in an aquatic environment is the first step for all of our pool users.

Swimming in the PYP

From that point we then look to develop the ability to move through water with confidence.

This will begin with kicking with floats and naturally lead into stroke development.

As students progress, they begin to learn the different strokes and the technique required for each.

Alongside this we look at aquatic skills such as diving, sculling and water safety.

We also include water polo in some of our lessons to broaden the understanding of water based activities. We also look at life saving skills from a self preservation viewpoint and then how to assist others.

Allocation

Grades 6 - 8 - 1 x 80 minute lesson & 1 x 40 minute lesson

Grades 9 & 10 - PHE is a choice subject and follows the same allocation as above

Grades 9 & 10 - 1 x 80 minute lesson for all students (non-assessed)

Grades 11 & 12 - 1 x 80 minute lesson for all students (non-assessed)

Teachers



In order to give students an opportunity to meet the MYP physical and health education objectives at the highest level, teachers should plan a balanced curriculum that includes significant content.

This content might include:

- **physical and health-related knowledge**, such as components of fitness, training methods, training principles, nutrition, lifestyle, biomechanics, exercise physiology, issues in sport and first aid
- **aesthetic movement**, such as gymnastics, aerobics, martial arts, jump rope, yoga or capoeira
- **team sports**, such as football, basketball, handball, volleyball and hockey
- **individual sports**, such as golf, athletics, swimming, squash or fencing
- **international sports and activities**, including athletic traditions and forms of movement beyond students' personal and cultural experiences.

Assessment

This is the area that causes the most confusion among students and parents when transitioning from PYP to MYP -

The IB states, Each subject must assess each criteria at least once per semester. PHE is no different.

As with all other subjects in the MYP we have 4 criteria we must assess. These are aimed at the holistic development of the students and not just centred around the physical performance of a sport.

Criterion A: Knowing and understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

Criterion B: Planning for performance

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

Criterion C: Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

Criterion D: Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

Last year FIS introduced Sport, Exercise & Health Science (SEHS) as an option for students in Grade 11.

It sits in Group 4 alongside the other science options and offers students the opportunity to study various aspects of science and its application to sporting situations.

4 main areas of study -

Anatomy, exercise physiology, biomechanics, psychology

Pathways -

**Recognised by universities as a science option in line with all other sciences.
Natural pathway to sport based courses such as sport and exercise science,
sports physiology,**



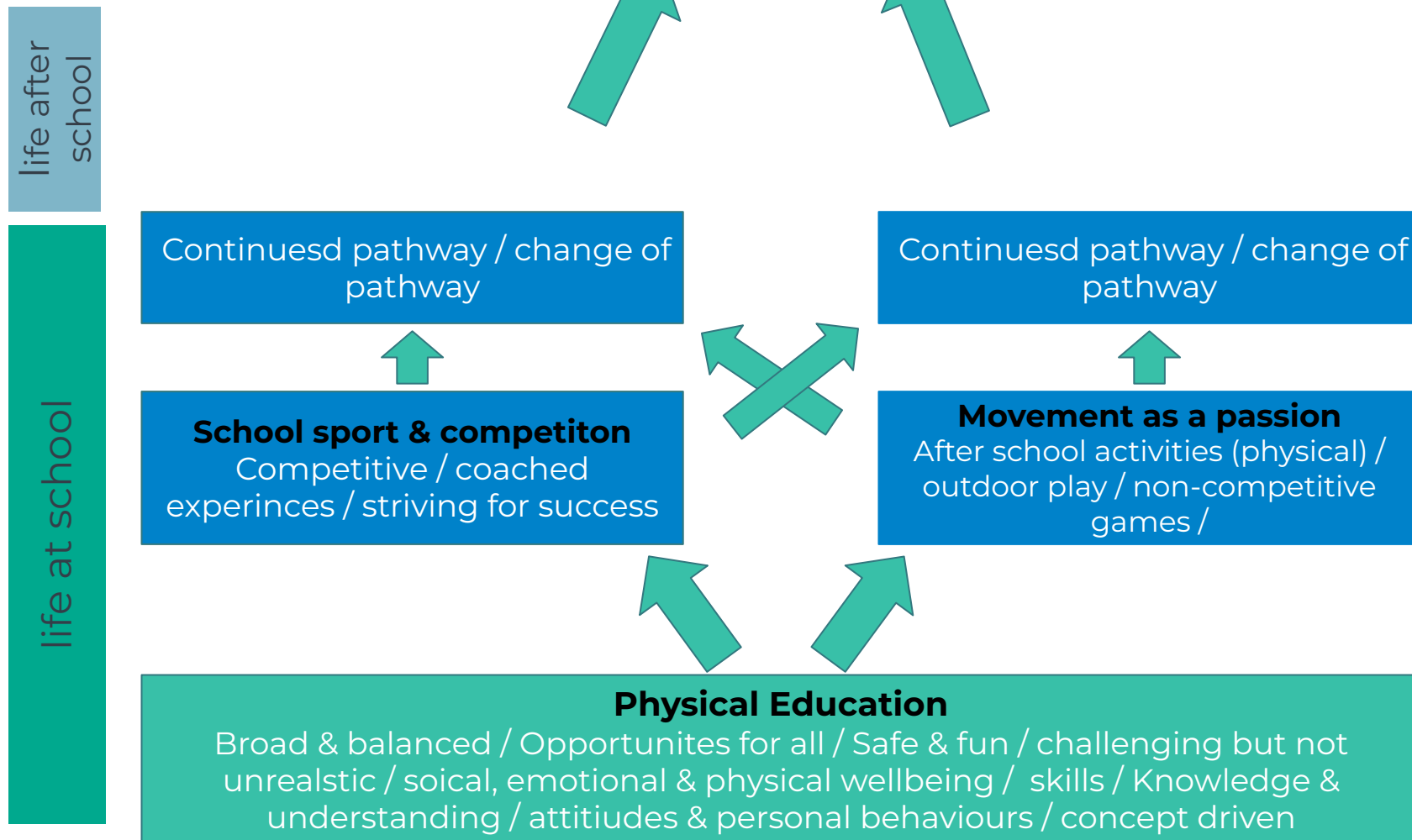
Finding active pathways through school sport and after school activities

- The link between the curriculum, Physical literacy and school sport.
 - DASSA
- Activities after school, another pathway for movement.



physical literacy - continue to be active

Pathways



DASSA is the largest and longest running school sports association in the UAE.

Fully inclusive and open to all schools in Dubai, the DASSA leagues and competitions give students of different ages and abilities the opportunity to represent their school and showcase their talents in a structured and safe sporting environment.

KEY FACT #1

Age groups go from
Under 9 up until U19

That is grade 2 to grade
12

KEY FACT #2

There are 3 levels of
competition,

- Foundation
- Development
- Competitive

KEY FACT #3

There are 3 seasons each
academic year. These
coincide with the 3
terms.

Sports are allocated a
season.

Primary School DASSA seasons

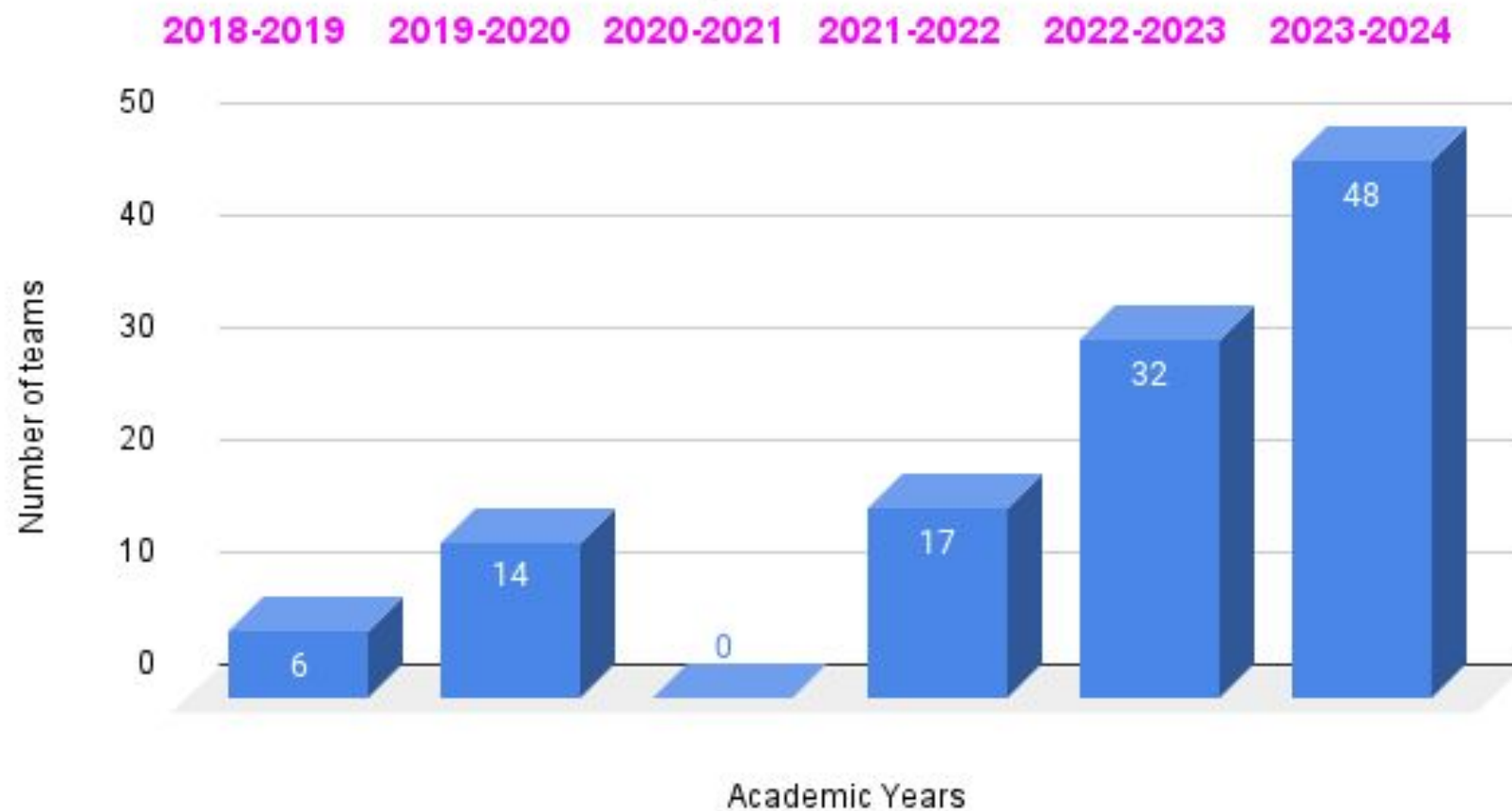
PRIMARY	Dates	Monday	Tuesday	Wednesday	Thursday
Term 1 / Season 1		U8 and U9 Boys Football	Aquathon	U10 & U11 Girls Netball	
		U8 and U9 Girls Netball	Swimming	U10 & U11 Boys football	
			Cross country		
Term 2 / Season 2		U8 and U9 Boys Rugby (contact and rip)	Aquathon	U10 and U11 Boys Rugby (contact and rip)	
		U8 and U9 Girls Football	U9 and 11 Girls Rugby (rip)	U10 and U11 Girls Football	
			Athletics		
Term 3 / Season 3		U8 and U9 Rounders	U8 and U9 Cricket	U10 and U11 Rounders	U10 and U11 Cricket
		U10 and U11 Badminton	Swimming	U8 and U9 Badminton	
		U8 and U9 Girls Basketball	U8 and U9 Boys Basketball	U10 and U11 Girls Basketball	U10 and U11 Boys Basketball

Senior school DASSA seasons

23-24 DASSA Secondary Game Days						
SECONDAR Y	Dates	Monday	Tuesday	Wednesday	Thursday	Friday
Term 1 / Season 1		U16 Boys Football	U19 Girls Basketball	U19 Boys Football	U13 & U14 Girls football	
		U16 Girls Football	U12 Girls football	U19 Girls Football	U13 & U14 Boys football	
		U19 Boys basketball	U12 Boys football	U16 Girls Basketball	U16 Boys basketball	
			U16 Hardball Cricket		U19 Rounders	
			U19 Water Polo			
Term 2 / Season 2		U16 Girls Netball	U12 Girls Netball	U19 Girls Netball	U13 & U14 Girls Netball	
		U16 Boys Rugby	U12 Boys Rugby	U19 Boys Rugby	U13 & U14 Boys Rugby	
		U19 Girls Rugby	U14 Girls Rugby	U16 Girls Rugby	U12 Girls Rugby	
					U19 Hardball Cricket	
		U19 Girls Volleyball	U19 Boys Volleyball	U14 Boys and Girls Volleyball	U16 Boys and Girls Volleyball	
		U19 Football Cup*	U16 Football Cup*	U13/14 Football Cup*	U12 Football Cup*	
		*Fixure nights are suggestions. If there is a schedule clash schools are welcome to liaise with each other to find an alternative evening that fits both parties				
Term 3 / Season 3		U15 Boys Cricket (extra day)	U13 Boys Cricket	U13 and U14 Boys basketball	U15 Boys Cricket	U13 Boys Cricket (extra day)
		U12 Boys Basketball	U12 Girls Basketball	U13 Girls Water Polo	U13/14 Girls Basketball	
		U15 Girls Water Polo	U15 Boys Water Polo	U15 Rounders	U13 Boys Water Polo	
		U13 Rounders				

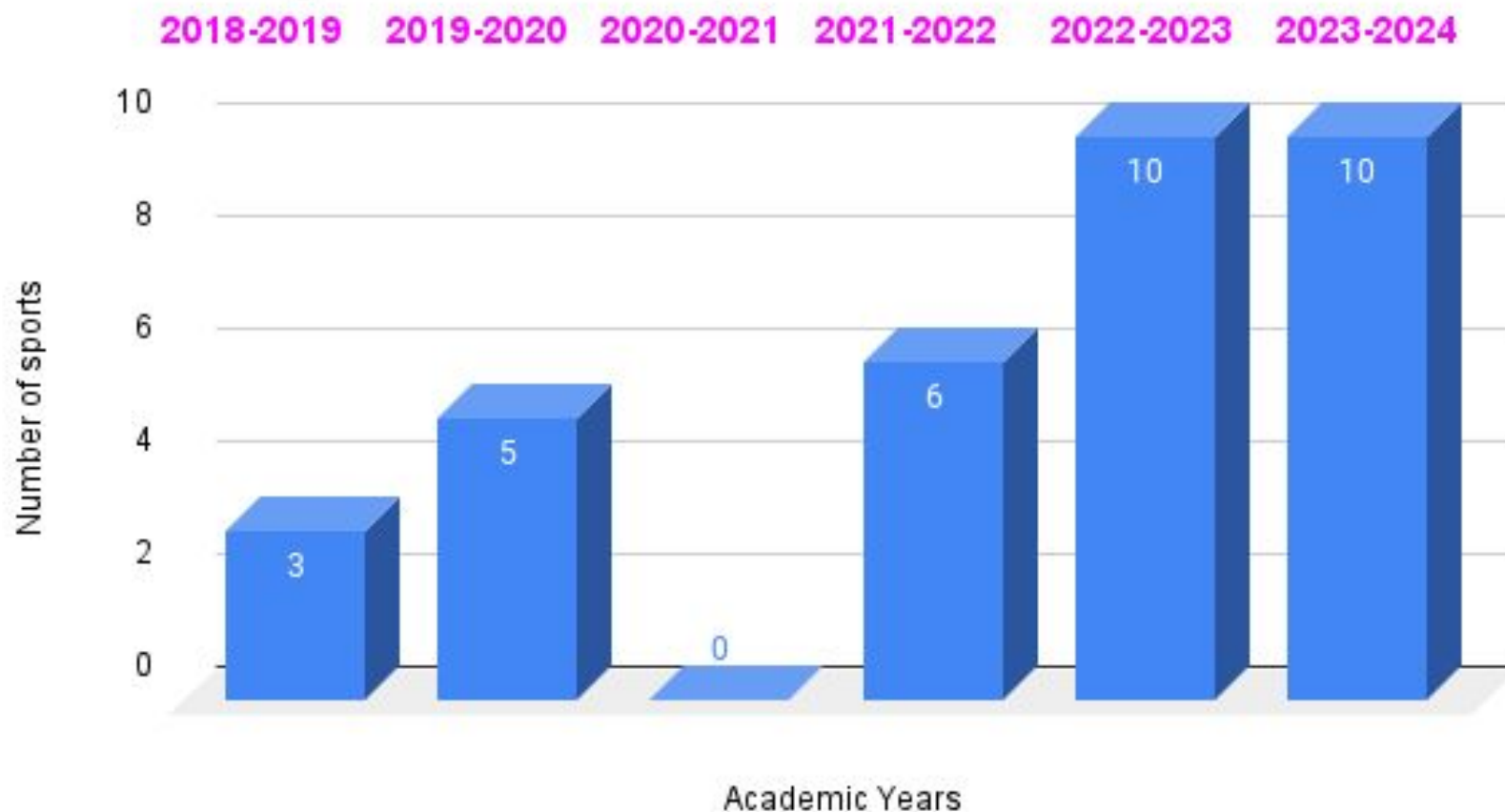
Fairgreens' commitment to DASSA

Number of teams / academic year



Fairgreens' commitment to DASSA

Number of sports / academic year



.2023-2024 key improvements

- Increased girls teams from 20 to 30
- Our first Primary Swim B team (gala to be held in term 3)
- Increased the number of teams in boys football, girls football, girls volleyball, boys basketball, girls basketball, girls netball, girls rounders and boys rip rugby
- Full aquathon, cross country and swimming teams
- Increased number of B teams
- Participating in the Inagural ESOL games (May 2024 / U14)

Plans for 2024 - 2025.

- Increase B team provision (hence increasing participation)
- Look for opportunities to add different sports
- Increase coaching time (flexible timings / potential external coaches)

FMS

- What is FMS?
- How FMS impacts our programme?



Read about it
here

THE PROGRAMME

The initial Functional Movement Screen is comprised of seven movement tests that require a balance of mobility and stability. The patterns used provide observable performance of basic, mobility and stability movements by placing children in challenging positions where weaknesses, imbalances, asymmetries and limitations become noticeable.

The programme captures fundamental movements, motor control within movement patterns, and assesses competence of basic movements uncomplicated by specific skills. It determines the greatest areas of movement deficiency, demonstrates limitations or asymmetries, and then correlates these with an outcome.

We retrain the body and importantly the brain to improve movement efficiency to re-establish sound movement patterns.

FMS at FAIRGREEN - 4 phases

	EY	G1 / G2	G3 / G4	G5	G 6-8	G 9-12
Movement Play Videos - 7 core competencies						
Functional Movement screening -7 mobility, stability and movement flow screens						
Screening performances - EG, 100 m sprint, vertical jump etc						
The Bridge - purposeful individually designed mobility, stability and movement flow programme						

Any Questions?

Thank You!