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| **Themes** | **#** | **POLICY REVISION SURVEY** | **YES** | **NO** |
| **PE Delivery (general)** | 1 | Compulsory delivery of PE lessons stated in the policy | X |  |
| 2 | PE is stated as a stand-alone subject in the curriculum | X |  |
| 3 | Minimum standard number of quality, trained professionals teaching PE per student/school stated in the policy |  | X |
| 4 | Minimum standard of PE teachers per student/school stated in the policy |  | X |
| 5 | Existence of a clear national strategy on PE at early years, primary/elementary and secondary levels closely related to the school health strategy, incorporating safe school environments, nutrition, and health services |  | X |
| **Inclusion** | 1 | Compulsory provision of PE lessons for all, including high and low-skilled students, girls, student with disabilities and minority groups stated in the policy |  | X |
| 2 | Equality of provision in terms of amount, quality and content of PE lessons for all, including girls, students with disabilities and minority groups stated in the policy |  | X |
| 3 | Compulsory provision of, or access to, inclusive facilities and equipment stated in the policy |  | X |
| 4 | Modesty of dress codes to embrace religious requirements and social/cultural diversity stated in the policy |  |  |
| 5 | Compulsory training of teachers to successfully integrate pupils with disabilities stated in the policy |  | X |
| **Teacher education, supply and development** | 1 | Compulsory delivery of continuing professional development (CPD) or In-Service Training (INSET) programmes for *PE* teachers stated in the policy |  | X |
| 2 | Compulsory delivery of continuing professional development (CPD) or In-Service Training (INSET) programmes for *generalist* teachers stated in the policy |  | X |
| 3 | Compulsory module on QPE to be taught to future PE teachers before graduating at university level |  | X |
| 4 | Compulsory establishment of teacher-mentoring programmes or networks stated in the policy |  | X |
| **Facilities, equipments and resources** | 1 | Compulsory provision of school facilities for PE stated in the policy | X |  |
| 2 | Compulsory use of community resources when schools are not equipped with their own sport facilities stated in the policy |  | X |
| 3 | Compulsory provision of separate changing rooms stated in the policy |  | X |
| 4 | Sharing of community space/ resources encouraged through mutual use agreements | X |  |
| 5 | Compulsory upgrade to safety standards of PE facilities in the policy | X |  |
| **Curriculum flexibility[[1]](#footnote-1)** | 1 | Compulsory participation of and consultation with young people for the elaboration/improvement of PE curricula stated in the policy |  | X |
| 2 | Curriculum flexibility to suit the cultural requirements of a particular setting, including the provision of traditional and activities and games, encouraged in the policy | X |  |
| 3 | Differentiated requirements for all students with special needs, including those with differing physical abilities and impairments, acknowledged in the policy |  | X |
| 4 | Concrete, progressive, and developmentally appropriate approaches ensuring pupils are at the centre of the learning process explicitly included in the policy | X |  |
| **Community partnership** | 1 | Benefits of out-of-school physical activity acknowledged in the policy | X |  |
| 2 | Benefits of working with other support networks to bridge and supplement formal PE after school hours, acknowledged in the policy |  | X |
| 3 | Partnerships with community-based recreation clubs and organizations encouraged in the policy | X |  |
| 4 | Use of community resources and facilities for PE lessons encouraged in the policy |  | X |
| **Monitoring and assurance** | 1 | Compulsory monitoring and quality assurance reporting procedures on QPE provision stated in the policy | X |  |
| 2 | Consultation of qualified and experienced support personnel in the monitoring of QPE provision stated in the policy |  | X |
| 3 | Regular revision of the curriculum to take new visions and circumstances into consideration stated in the policy |  | X |
| **Advocacy and communication** | 1 | Existence of a national information plan to inform head teachers, parents, and other related stakeholders of the benefits of physical education |  | X |
| 2 | Existence of a clear communication strategy which promotes inclusion within physical education, particularly for school-aged girls and persons with disabilities, and those from minority groups |  | X |
| 3 | Establishement of an advocacy association for physical education encouraged in the policy |  | X |
| 4 | Establishment of research and knowledge-sharing networks encouraged in the policy |  | X |

1. Ensuring curriculum flexibility can be achieved with targeted policy measures and does not necessarily imply a heavy curriculum reform. [↑](#footnote-ref-1)