

Themes	#	QPE 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		x
	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 flexibility¹	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	Establishment 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.