



Forefield Junior School is a *P.R.O.U.D.* school built on *Passion* and *Respect*, where *Opportunities* can be seized by *Unique* and *Determined* learners.



**PROUD to be FOREFIELD**

## Subject Leader Report: **Physical Education**

As a school, Forefield Junior School has always been committed to PE and Sport and now with the government funding we are able to provide our children with the best possible PE and Sport provision. Forefield Junior School has developed its vision for PE and school sport around five key targets, as we believe these give our children the best chance of succeeding in physical education:

- *All children will have the **OPPORTUNITY** to partake in a variety of physical and sporting activities of their choosing both during PE lessons and in extra-curricular clubs.*
- *All children will be encouraged to experience healthy competition against their peers and will be taught the value of competing against themselves by setting SMART (specific, motivational, attainable, realistic and timed) targets in areas of their choosing.*
- *All children will improve their **DETERMINATION**, sportsmanship and resilience through organised competitions in which their teacher will model how to respond when winning and losing.*
- *All children will have the ability to make appropriate, life-long choices about living a healthy and active lifestyle.*
- *All children will leave Forefield Junior School physically literate. They will have a deep understanding of how their body works and how to improve the core areas of health, fitness and mobility.*

These five core mission statements will enable Forefield Junior School to take its PE and school sport to higher levels of success and ensure that we provide our children the best physical springboard into their life that we can.

We also believe it is paramount that children understand the link between exercise, physical literacy and educational success. Those children who participate more regularly in sport and physical activity have greater levels of concentration, improved communication skills.

### Aims and objectives

1. In line with the Department for Education (DfE), a high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physical activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.
2. The national curriculum for physical education aims to ensure that all pupils:
  - Develop competence to excel in a broad range of physical activities
  - Are physically active for sustained periods of time
  - Engage in competitive sports and activities
  - Lead healthy, active lifestyles

## Curriculum Overview

	Autumn Term	Spring Term	Summer Term
<b>Year 3</b>	Netball Rugby Football	Hockey Cricket	Tennis Athletics
	Plus one term per class of each of the following: <ul style="list-style-type: none"> <li>• Swimming</li> <li>• Dance               <ul style="list-style-type: none"> <li>◦ Street Dance</li> <li>◦ Country Dance</li> </ul> </li> <li>• Gymnastics               <ul style="list-style-type: none"> <li>◦ Balances and Jumps</li> <li>◦ Co-operative Balances</li> </ul> </li> </ul>		
<b>Year 4</b>	Netball Hockey	Rugby Cricket	Tennis Rounders Athletics
	Plus one term per class of each of the following: <ul style="list-style-type: none"> <li>• Swimming</li> <li>• Dance               <ul style="list-style-type: none"> <li>◦ Bollywood</li> <li>◦ Charleston</li> </ul> </li> <li>• Gymnastics               <ul style="list-style-type: none"> <li>◦ Balances</li> <li>◦ Rolling</li> </ul> </li> </ul>		
<b>Year 5</b>	Netball Rugby	Hockey Cricket	Tennis Rounders Athletics
	Plus one term per class of each of the following: <ul style="list-style-type: none"> <li>• Swimming</li> <li>• Dance               <ul style="list-style-type: none"> <li>◦ Musical Theatre</li> <li>◦ Salsa</li> </ul> </li> <li>• Gymnastics               <ul style="list-style-type: none"> <li>◦ Flight</li> <li>◦ Matching</li> </ul> </li> </ul>		
<b>Year 6</b>	Netball Hockey	Rugby Cricket	Tennis Rounders Athletics
	Plus one term per class of each of the following: <ul style="list-style-type: none"> <li>• Swimming</li> <li>• Dance               <ul style="list-style-type: none"> <li>◦ Rock 'n' Roll</li> <li>◦ Maypole</li> </ul> </li> <li>• Gymnastics               <ul style="list-style-type: none"> <li>◦ Paired Balances</li> <li>◦ Obstacles</li> </ul> </li> </ul>		



We have continued to work hard to ensure ALL P.E and Games lessons were being taught to the highest level. We wanted to make sure that all staff felt confident, once again, when teaching gymnastics, CPD was given to all class teachers by Mrs Moorcroft. Mrs Moorcroft is the School Sports Co-ordinator (SSCO) at Chesterfield High School.



**INCLUSION** is a huge part of the curriculum at FJS. We believe that **ALL** children should be able to access all areas of our diverse and exciting curriculum and all extra-curricular activities on offer too. When necessary, plans are put into place to ensure **ALL** children can access **ALL** lessons.

**Physical Education Progression Map through Key Stage 2 at**



**KS2 National Curriculum Aims**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Within each area of PE and Games, pupils will be taught the following strands: **Acquiring and developing skills** **Selecting and applying skills, tactics and compositional ideas** **Evaluating and improving performance** **Knowledge and understanding of fitness and health**

	Year 3	Year 4	Year 5	Year 6
<b>Games</b>	Understands tactics and composition by starting to vary how they respond.	Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking	Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with coordination, control and fluency.	Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking
<b>Acquiring and Developing Skills</b>	Vary skills, actions and ideas and link these in ways that suit the activity of the game. Beginning to communicate with			

Curriculum Intentions	PROUD to be FOREFIELD	PASSION	RESPECT	OPPORTUNITY	UNIQUE	DETERMINED					
PUPIL GUARANTEE	Regular experiences of the Arts - on stage as an audience and as an artist/performer enjoying a range of styles and influences. Encouraging a variety of sporting activities - competing at individual and team level, and pursuing this interest beyond the school or just for fun. Developing a curiosity about the world around them - through science, nature or reading about other cultures, and discovering a sense of wonder. Making healthy lifestyle choices - knowing how to eat well, exercise and promote their own well-being. Extending their learning through visits and visitors - opening their eyes to the world beyond the school walls, culminating in a residential visit. From each experience, pupils can gain the strength to know that it is OK to be different and to encourage and appreciate the success of their friends.										
Curriculum Vision											
Teaching Intentions	Our Provision is informed by:	Pre-Learning Tasks, KWL Grids and continuous assessment direct our teaching. The 'climate for learning' inspires and motivates all pupils & the classroom acts as an additional resource.	The purpose of the learning is made explicit - "Can I..." objectives shared. Teachers' subject knowledge is continually developed - supported by CPD/subject leaders.	Modelling, Success Criteria & WAGLLS - explicit expectations. Teachers monitor learning & provide timely feedback.	Effective Questioning to develop thinking. Pupil groupings are flexible and support/challenge is matched to need.	Challenge for all and support where necessary. We develop strong partnerships with parents/carers that influence learning.					
Implementation	Whole School Curriculum Discrete Subjects focus on knowledge & skills	English Our library is the heart of the school - with high quality reading areas in every room.	Maths Including a dedicated maths room & maths garden.	Science Including access to labs at Chestersfield High School.	Computing Making full use of 2 computer suites and 10 iPads.	History & Geography visits & visitors with rich experiences in every year group.	MFL Support from specialist enriches our curriculum.	Art & DT We have a wealth of resources & celebrate our provision.	Music Every child learns to play an instrument.	PE Including the support of a specialist teacher from Chestersfield High School.	RE Involving by visits & visitors - incl. local faith communities. RSE/PSE in line with new requirements.
Impact	Standards PROUD Personal Development	IMPACT 1: STANDARDS Our children have high attainment - better than national expectations. They are given opportunities to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded throughout the curriculum and show		IMPACT 2: We are PROUD Children are confident and successful learners. They demonstrate our PROUD Values and make the right choices for their learning in a conducive environment.		IMPACT 3: Personal Development We are PROUD of the strong relationships that exist in school & how children learn to make the right choices for their safety and well-being; utilising the CAFÉ where necessary.					
Evaluation	We regularly review how our curriculum enables achievement - for all groups of pupils	High Quality Outcomes Learning leads to purposeful outcomes/products - reflected upon in the 'I' section of the KWL Grid. Pupil experience quality resources. English & Maths skills are promoted throughout. Pupils evaluate their learning. Assessment identifies success and opportunities for future development.	Curriculum content is Responsive & Relevant Pupils connect to local, national and global contexts. Children enjoy their learning. Teachers respond to research. Local resources are maximised. Tasks adapt to changing technology.	Challenge & Support Our curriculum is appropriate for each child & offers challenge and support. There are opportunities to develop a deeper understanding. High expectations lead to richer tasks.	Embedding Knowledge & Skills Children have opportunities to problem solve and undertake learning at a deeper level. Knowledge and skills built progressively through school. Each subject is valued, given strength and taught systematically.	Being Part of a Family & Community Children feel part of a family of learners. They enjoy sharing their learning with others - performing for pupils and parents. Our PROUD Values prepare children for the wider world and relate to British Values.					

In previous reports you will recall that we have worked hard as a staff to ensure all documentation relating to our subject was completed (see above and previous SL report - November 2023)

This included completing progression maps and subject overviews to ensure there was consistency across each year group and skills were progressing throughout the school. (All relevant documents are available on our school website.)

This year, we continued the development of our subjects in different ways. During this academic year, I ensured all planning was in place and up to date for each year group and new resources and planning were allocated to each year group. Feedback was taken on board from staff about further CPD opportunities too (see next steps at end of report).

Previously introduced, knowledge organisers (see image below) have been used throughout the school.

# HOCKEY KNOWLEDGE ORGANISER

Upper KS2

<p><b>Overview</b></p> <ul style="list-style-type: none"> <li>-Hockey is an <b>invasion game</b> in which two teams play against each other.</li> <li>The aim is to try and <b>manoeuvre the ball or puck into the opposition goal using a hockey stick</b>. The game is played over a set time period, after which the team with the <b>highest number of goals wins</b>.</li> <li>-There are several different types of hockey, for example field hockey and ice hockey.</li> <li>-Hockey is a well-liked sport for both men and women. It is played in many countries across the world, and can be played on multiple surfaces.</li> <li>-Players and teams should consider how tactics and strategies can help them to outwit opponents.</li> </ul>	<p><b>Social and Emotional</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><b>Cooperation</b> Cooperating is about working together and helping others. Strong teams need each individual to cooperate with their teammates effectively. Teams need everybody to put effort in - one or two weak links can mean that a team is not as effective as it could be!</td> <td style="width: 50%;"><b>Communication</b> Success in team games hugely depends on communicating well with teammates. We can do this through speaking, listening body language and facial expressions. It is important to listen, build on and challenge the ideas of others. Remember to communicate clearly &amp; appropriately.</td> </tr> <tr> <td><b>Supporting and Encouraging</b> Encouraging and supporting others can help them to feel good and perform well. Try to help everyone stay positive. Make sure that your comments to others are aimed either to build their confidence or skills, and are always fair/appropriate.</td> <td><b>Inclusion</b> Inclusion is all about including others within groups and teams. We should adopt pro-active behaviours, options and actions to make people from all backgrounds, ages and abilities feel welcome, respected and that they belong as a part of our sporting activities.</td> </tr> <tr> <td><b>Honesty and Fair Play</b> Fair play is about learning the rules of the game and putting them into practice honestly. Winning only feels as good as it should when you know that you have won fairly. You should be able to officiate your own matches fairly.</td> <td><b>Persistence</b> Persistence is about continuing with tasks even through setbacks or when they are difficult. We should aim to learn from mistakes, rather than dwelling on them. Remember that all successful sportspeople started somewhere, and made lots of mistakes on their way to success! When it gets hard, keep going!</td> </tr> </table> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Hockey</li> <li>Hockey Stick</li> <li>Ball/ Puck</li> <li>Open Stick Dribble</li> <li>Reverse Stick Dribble</li> <li>Push Pass</li> <li>Open Stick Tackle</li> <li>Job Tackle</li> <li>Awareness</li> <li>Strategies</li> <li>Tactics</li> <li>Persistence</li> <li>Feedback</li> </ul>	<b>Cooperation</b> Cooperating is about working together and helping others. Strong teams need each individual to cooperate with their teammates effectively. Teams need everybody to put effort in - one or two weak links can mean that a team is not as effective as it could be!	<b>Communication</b> Success in team games hugely depends on communicating well with teammates. We can do this through speaking, listening body language and facial expressions. It is important to listen, build on and challenge the ideas of others. Remember to communicate clearly & appropriately.	<b>Supporting and Encouraging</b> Encouraging and supporting others can help them to feel good and perform well. Try to help everyone stay positive. Make sure that your comments to others are aimed either to build their confidence or skills, and are always fair/appropriate.	<b>Inclusion</b> Inclusion is all about including others within groups and teams. We should adopt pro-active behaviours, options and actions to make people from all backgrounds, ages and abilities feel welcome, respected and that they belong as a part of our sporting activities.	<b>Honesty and Fair Play</b> Fair play is about learning the rules of the game and putting them into practice honestly. Winning only feels as good as it should when you know that you have won fairly. You should be able to officiate your own matches fairly.	<b>Persistence</b> Persistence is about continuing with tasks even through setbacks or when they are difficult. We should aim to learn from mistakes, rather than dwelling on them. Remember that all successful sportspeople started somewhere, and made lots of mistakes on their way to success! When it gets hard, keep going!												
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Lift your hockey stick back away from the ball (lower than waist height) and strike the ball towards the goal.</td> </tr> <tr> <td> Open Stick/Job Tackle</td> <td>To stay close to an opposition player.</td> <td>-Move to stay in line with the attacker. -Open Stick: Widen grip and place the stick towards the ground in a crouched position, creating a barrier. Job: move the stick quickly in and out like a snake strike.</td> </tr> </tbody> </table>	Skill	Definition	How do I do this?	Open and Reverse Stick Dribbling	To move the ball with the stick, keeping it in your possession.	-Right hand half way down, left hand on top of the stick. -Left hand helps rotation. Right hand gives control. -Keep the stick close to the floor, bend your knees and keep your head up. Turn your stick with your stop hand for control. -Avoid defenders to stay in possession of the ball.	Push Pass	To send the ball to a teammate by pushing (rather than hitting) the ball.	-Look for an opponent who is in space. 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Improve your team's effectiveness by evaluating your successes and areas for development afterwards.</p> <p><b>Selecting and Applying Skills</b> You now know a range of different hockey skills, including different ways to dribble, tackle and support your teammates. You should carefully consider which skills to use at which time, in order to provide the most positive outcome.</p> <p><b>Observing and Providing Feedback</b> Watch others as they play and provide constructive feedback on strengths and areas for development. Remember to always be fair and polite to others.</p>
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These resources are aimed at both staff and children. Teaching staff may want to use a knowledge organiser to help with their own subject knowledge, particularly when it comes to vocabulary and coaching points. Furthermore, children may use them in lessons to help them understand a particular movement, skill or term. I have encouraged staff to use them in the classroom before going out to do a lesson to introduce children to something being taught that lesson, or even at the end of a lesson to summarise what has been taught that day (they are also great for rainy days and theory lessons too!).

In addition to the curriculum, our Pupil Guarantee aims to ensure that **every** child finds their **PASSION** through:

- Regular experiences of the Arts - *on stage, as an audience and as an artist/musician, enjoying a range of styles and influences;*
- Encountering a variety of sporting activities - *competing at individual and team level, and pursuing this interest beyond the school or just for fun;*
- Developing a curiosity about the world around them - *through science, nature or learning about other cultures, and discovering a sense of wonder;*
- Making healthy lifestyle choices - *knowing how to eat well, exercise and promote their own well-being;*
- Extending their learning through visits and visitors - *opening their eyes to the world beyond the school walls, culminating in a residential visit to Ambleside in Year 6.*

From each experience, pupils can gain the strength to know that it is OK to be different and to encourage and appreciate the success of their friends.

Our PE and Games curriculum supports this through developing curiosity and extending learning through visits, competitions, tournaments, visitors and coaches.



A visit and talk from England footballer Rachel Brown-Finnis was **VERY** inspiring!

## British Values

Forefield Junior School is committed to serving its community and surrounding areas. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom, and therefore those it serves. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to improperly, or illegally, influence them. Each pupil is special and **UNIQUE** in their own way.

The Government emphasizes that schools are required to ensure that key 'British Values' are taught in all UK schools. We recognise that upholding and supporting British values should align with our duty to promote Spiritual, Moral, Cultural, Mental and Physical Development of our pupils. Specifically, we strive to ensure that through guaranteeing high-quality Spiritual, Moral, Social and Cultural (SMSC) development, we can actively demonstrate that Forefield Junior School is actively promoting fundamental British values.

The school does, through a wide range of activities, secure the values of democracy, the rule of law, individual liberty, mutual **RESPECT** and tolerance of those of different faiths and beliefs standards and uses strategies within the National Curriculum and beyond to secure such outcomes for children.

In Physical Education we:

- promote of the concept of 'fair play', following and developing rules, inclusion, celebrating and rewarding success and being magnanimous in defeat.
- participate in activities that promote affinity and affiliation with others.
- be exposed to the importance of representing your country for different athletes.



We endeavor to incorporate the above values into all our curriculum lessons and extra-curricular sessions where possible.

Emotional development is of as much importance as physical development and sport is an excellent way to promote this to our children.



## Assessment

This year, we continued to use a skills-based assessment system linked to our PE curriculum. During the 2023/24 academic year, all teachers assessed pupils against key objectives in the autumn, spring, and summer term. From work done during lessons, class discussions and observations of pupils, teachers decide if pupils are working below/at/or above age-related expectations. Videos and photos of lessons and skills allows staff to make judgements against end of year expectations in different units and topics. The Subject Leader then collates the data at the end of the academic year to look for successes and areas to develop. This has implications for refining topics and purchasing new resources.

The whole school assessment data for this academic year in PE is:

**95% EXPECTED + with 10% EXCEEDING**

**As last year, analysis shows that there is no gender gap in PE achievement and boys and girls are both achieving well across all year groups. This is also true for SEND and Pupil Premium children, there is no disparity in achievement when compared with 'all pupils.'**

To maintain this progress and upward trend throughout the school, from Year Three to Year Six, teaching must continue to be strong and support and CPD **OPPORTUNITIES** are provided when needed.

One thing that has really helped to accelerate progress in PE across all year groups is the huge increase in participation levels during ALL lessons across the curriculum. Children now wear their PE kit and trainers on days when they have PE/Games timetabled; this allows full use of lesson time (no changing time) and ensures all children are physically active in lessons (no kit forgotten).

### Active bodies, active minds:

At Forefield, we are committed and **PASSIONATE** to engaging all pupils in physical activity as this can have a positive impact on not only children's academic achievements but their mental well-being too.

One way we have strived to do this during this academic year, is to provide children with play equipment to use during break and lunch times. This encouraged the children to be active and often staff would join in whilst on duty and organise more structured games.

Mrs Falconer continued to work as our Play Leader to support children at lunchtimes and, using equipment, encourage children to be physically active. This is **VERY** popular with all year groups and all children. We have used some of our Sports Premium grant to add to and update our playground resources this year.



## Enrichment Opportunities

Alongside **two hours of high-quality PE lessons each week**, at Forefield, we have **ALWAYS** provided our pupils with a wealth of additional experiences throughout the year. Our extra-curricular clubs and enrichment opportunities are something we pride ourselves on at Forefield.

We were able to provide our pupils with a number of different clubs to attend. Some of these included: football, netball, multi-sports, judo, fencing, dodgeball, baseball.

Re-introducing more opportunities at Forefield each year is something we are thoroughly looking forward to and always strive to do. We also try to provide our pupils with inspirational talks from athletes that will motivate them and encourage them to seize every **OPPORTUNITY** presented to them.

Children have the **OPPORTUNITY** to take part in a number of competitive matches and games lessons throughout the year, through which pupils will improve their **DETERMINATION**, sportsmanship and resilience.



This photograph was taken at the Crosby Schools Girls football tournament. It is important to us at Forefield that all our extra-curricular clubs are fully inclusive, and we actively encourage participation across **ALL** groups of children in our school.



We also competed in Y3, 4, 5 and 6 football tournaments, Year 5 and 6 also play cup and league matches for football too, a netball tournament, a swimming gala, regular cross-country races and an athletics competition.

**IN TOTAL 252 CHILDREN TOOK PART IN A SPORTING/PHYSICAL EXTRA-CURRICULAR CLUB DURING 2023/24 ACADEMIC YEAR!**



## Resources and Equipment



At Forefield Junior School, we have some of the best facilities and resources enabling our children to have the best opportunities and physical education they possibly can. Our multi-use games area (MUGA) and dance studio are extremely well used for many different activities, with the latter showing our mission statement 'PROUD' alongside a collage of sporting photographs.





To support the teaching of PE and Games throughout the school, we also have a wealth of resources and equipment that we monitor and add to each year when necessary. Staff are able to make requests if they feel they need more equipment.



This year, we used some of our Sports Premium grant to purchase new resources that would add to the delivery and teaching of PE and Games. Going forward, having new and up to date equipment will enhance this area of the curriculum at Forefield. *(Full Sports Premium report can be found on our website)*

The skills learnt throughout each year and the equipment used in the range of sports taught at Forefield are showcased every year in our Sports Afternoons. Unfortunately, due to the field adjacent to Forefield Infant School being 'out of bounds' and then adverse weather conditions our annual Sports Day had to be cancelled this year. Saying this, although our usual Sports Day was not able to happen, many year groups did host their own intra-school sports afternoons.



We are keeping everything crossed that the weather is favorable for our Sports Day next year!



## Working with partner schools

We continue to work closely with partner schools, such as Forefield Infant School and Chesterfield High School. Our children often support FIS with sports afternoons if needed. Moreover, CHS is a venue for MANY of the sports events we compete in during the year and transition starts early as our Year 5 children are often invited to take part in an afternoon of sports.



We are hoping to build upon and strengthen the links with our local schools next year too.

This will hopefully be made easier as early consultations show we will be working more closely with the other schools once part of a Multi-Academy Trust.



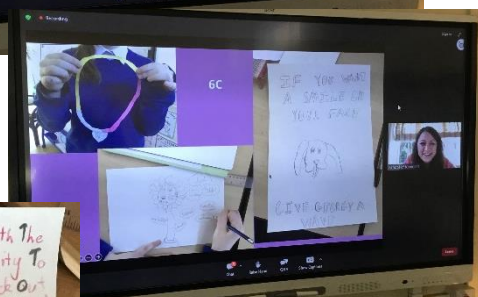
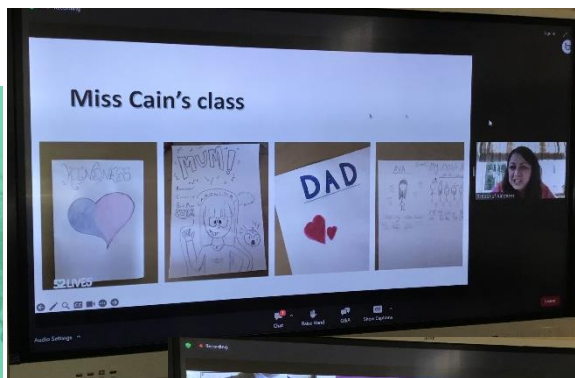
All classes took part in the Santa Dash this year - as always there was a range of hats and outfits. Children loved 'dashing' around the playground to Christmas and festive music!



## Mental Health and Well-being

Whilst we all know that physical activity keeps our bodies healthy, exercise can also have a huge impact on our well-being and mental health too. During this year, as we do every year, we have worked extremely hard to raise the awareness of mental health at Forefield Junior School with both children and staff.

Once again, this year, Forefield took part in Children's Mental Health week. The week began with a whole school assembly to introduce the week and staff then completed a series of activities and projects in their classes continuing with this theme.



We took part in lessons in class, assemblies, online workshops and even brought in items that meant a lot to us. Children loved sharing their items and objects with their classmates.



## Red Nose Day - Inspirational stories



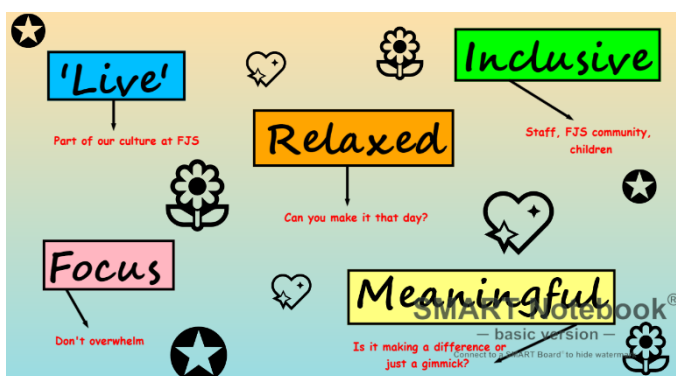
We are also working hard to provide our pupils with **OPPORTUNITIES** to be inspired through sport and physical activity! Supporting one of our pupil's dad on his **AMAZING** challenge for Red Nose Day was a real highlight this year. Mr Woods then came into school to do an assembly where he incorporated our **PROUD** values into the message he gave the children. Welcoming the runners onto the playground was very emotional and also very inspiring.

**KIDZ FIT** returned again for Year 3. These workshops got **ALL** children involved and combined practical sessions and discussions about the link between our physical and mental health.





We have also continued to work hard to support the well-being and mental health of the staff at FJS too. We are committed to continuing to support the well-being of all children and staff at Forefield Junior School and there are already plans to progress with this year-on-year.



Staff wellbeing team



Golden Parking Space

### OUTDOOR and ADVENTUROUS ACTIVITIES (OAA)

Let's give our pupils life-changing **OPPORTUNITIES** and memories that will last **FOREVER**.

Year 6 pupils were able to enjoy Forefield's traditional 5-day residential visit to Ambleside. Based at YHA Ambleside right on the shores of Lake Windermere, the children were given the opportunity to experience a range of outdoor activities, including rock climbing, ghyll scrambling, raft building, canoeing and fell walking. Our Year 4 children also went on their annual residential to Robinwood.



AMBLESIDE

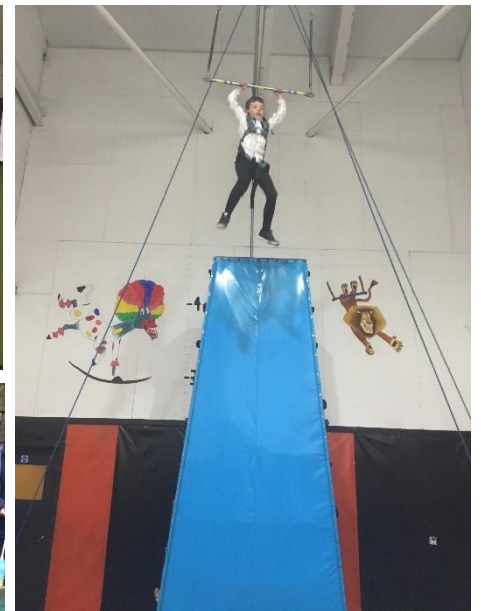


Life-long skills are discovered! 😊





ROBINWOOD



These are a very small selection of photographs from the trip; however, more photographs are available on our website.

### Pupil Voice

'P.E is so fun, especially swimming.'

'I like the equipment because I like sports. I think the football goals are really useful.'

'I love the activities and sports that we do in P.E and games - it is very fun!'

'I like the clubs there are loads of opportunities.'

'I don't think anything needs improving in P.E and games. We've got great equipment and do loads of sports.'

### Recognition for what we do at FJS in PE and Games...

This academic year, I was once again able to apply for the School Games Award.

The School Games Mark is a government-led awards scheme launched in 2012 to reward schools for their commitment to the development of competition across their school and into the community. Participating in this process allows schools to evaluate their PE provision and assists them in developing an action plan for future progress.

#### THE VALUE OF THE SCHOOL GAMES MARK AWARD

The following were highlighted as the reasons SGOs and schools valued the School Games Mark Award: recognition, it provides a focus, it helps to promote PE / Active lifestyles, provides enjoyment, increases participation, highlight successes (to parents, community), good for inspection / PE report, helps to align with national standards, improves provision, develops staff, opportunity to attend competitions, offers new experiences (participation, competition, leading, managing, officiating), allows self analysis, can be embedded cross-curriculum, develops good relationships in, across and outside school

"The Award is a vital component in the delivery of PE and Sport across school. It is a way to identify schools who have participated in the year and is a great tool to show schools how they can measure their own success against other schools in their area. It is a great way to remember why we do this and who for."  
SGO

"The Award has influenced many positive changes in many of my schools. The different areas of the criteria have opened the eyes of many people that it is so much more than what it was! With the new outcomes of the School Games programme, this impact is going to go a lot further."  
SGO

#### THE IMPACT OF THE SCHOOL GAMES MARK AWARD

There is a strong sense of importance (more so in primary schools) around the award, which is used on letterheads, in reception and in assemblies. The School Games Mark can drive staff priorities, focus CPD across school and it is used to effectively target the PE and Sport Premium funding. For some schools, the last 8-10 years has seen a revolution in their approach to school sport. For young people, there are strong examples of individuals' development over time, positive lifestyle changes in some of the least active, pathways into community clubs and an abundance of enjoyment, positive experiences and achievements as a result of their school participating in School Games and the Mark Award.



**After completing the rigorous criteria and evidencing what we do, our application was verified, and Forefield Junior School was once again awarded the highest mark of GOLD!**

## SCHOOL GAMES MARK

**2023/2024**

Your school ranked gold



Certainly, an achievement to celebrate and something to strive for in future years too.

### Next Steps

As always, first and foremost, our aim is to maintain the profile Physical Education has within the school and the local community. Forefield is known for having many successes in sport, providing a broad and exciting PE curriculum and having excellent facilities and equipment and it is paramount that this continues.

However, saying this, every establishment worth its salt does not rest on its laurels and should strive to improve - we certainly will ensure we do this over the coming year.

These are some of the ways this will be achieved:

- Provide staff with CPD in areas of the curriculum where they feel less confident (games and swimming). There are already plans in place to work with a company next academic year to improve the already excellent provision we have and provide staff with CPD.
- Ensure there is consistency in the way PE and Games are taught at Forefield. This may even be down to the kit children are wearing. This will be monitored next academic year to ensure all staff are doing the same, so all children have the same entitlement.
- Ensure as many children as possible enjoy physical exercise and understand its importance in maintaining a healthy lifestyle (linking this to mental well-being).
- Continue to teach high-quality lessons across the school. Look closely at the progression maps to ensure topics are being taught and find time to observe lessons across the school. Update or introduce new topics if appropriate.
- Continue to develop the lunchtime provision for our pupils, working with our Play Leader and other outside companies.



- Continue to provide a wide range of extra-curricular clubs for our pupils to attend. This includes working with outside coaches and agencies. Build partnerships with specialist coaches from our local community and outside coaches to provide clubs at Forefield.
- Ensure all resources are fit for purpose, in good condition and being used to full effect. Constantly monitor and check resources and equipment.
- Continue to strengthen links with Forefield Infant School, Chesterfield High School and other local schools and find opportunities to work together. Begin to work with schools that will be part of our MAT.
- Continue to monitor and assess P.E and games confidently and consistently. This will mean staff photographing and filming lessons and skills and completing pre and post learning tasks.
- Apply for the School Games Award 2024/25.

This report aims to provide a detailed overview of PE within our school, however, if any further information is required the P.E Lead, Miss Cain, would be happy to discuss things further or answer any questions.

Thank you for taking the time to read this subject report. 😊