



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 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



OUR PROUD P.E CURRICULUM



Physical Education (PE) at FJS

Clear Learning Intent

Physical Education (PE) at Forefield Junior School aims to develop competence, confidence, and a lifelong love of physical activity, by focusing on fundamental movement skills, strategic thinking, and personal well-being.

Key goals include developing agility, balance, and coordination, understanding rules and tactics, fostering positive attitudes like sportsmanship and resilience, and understanding the link between physical activity and both physical and mental health.

This is done through the 5 key indicators: 1. Engagement of all pupils in regular physical activity 2. Raising the profile of PE and sport across the school 3. Increased staff confidence, knowledge, and skills in teaching PE 4. A broader experience of sports and activities for pupils 5. Increased participation in competitive sport.

Pupil Outcomes

Key outcomes in PE include mastering movement skills, developing an understanding of tactics and strategies, and building character through values like fairness and respect.

Additionally, at FJS we hope that high-quality PE supports academic performance by improving concentration, memory, and contributes to better mental health by reducing anxiety.

High-Quality Resources

Resources are appropriate, well-maintained and inclusive and allow ALL children to achieve the lesson objectives.

Online platform, PE Passport, provides high-quality planning, schemes of work and videos.

All resources and equipment should allow activities that develop coordination, agility, balance, and teamwork. A quality set of equipment should offer versatility for different activities and ensure child safety, with considerations for different age groups and abilities.

Assessment and Feedback

Assessment in PE at FJS involves using methods like teacher observation, skills tests and activities during lessons and self-reflection to monitor and support a child's physical, social, and emotional development.

The primary goals are to track progress, identify areas for improvement, and inform future teaching, with common approaches including the use of films, photos and videos to track children's assessment.

These videos are uploaded onto the staff drive from where staff and PE subject lead can monitor for assessment purposes.

Teachers will also use effective questioning to gauge understanding during lessons.

At the end of each topic or unit of work, summative assessment will measure overall learning and achievement. This data is added to our tracking spreadsheet.

Opportunities for using **OROS** skills are built into all lessons.

PE Vocabulary

PE vocabulary at FJS covers a range of terms from movement and fitness to tactics and rules, categorised by activity. Common words include those related to skills like balance, technique, and agility, and fitness concepts such as stamina, warm-up, and cool-down. Other terms include spatial awareness, composition, and safety, as well as specific game-related vocabulary like pass, dribble, and tactics.

Key words and definitions are explicitly taught, modelled and revisited.

Vocabulary is sometimes displayed and ALWAYS used confidently by pupils and staff during lessons.

Pupils are encouraged to use precise, subject-specific language in discussions and throughout each lesson relating to the sport or activity being taught.

Progression

Pupils have strong foundations from their experiences of the PE Curriculum at Forefield Infants.

Progression in PE at FJS involves building foundational movement skills, increasing competence and confidence, and applying these skills in increasingly challenging contexts.

This progression is built upon three pillars: developing motor competence, understanding rules and strategies, and fostering healthy participation.

As staff follow planning and schemes of work from PE Passport, progression is clear and built into all sports taught at Forefield.

Active Learning and Enquiry

Active learning and inquiry in PE at Forefield Junior School involves students actively participating, asking questions, and problem-solving.

This approach emphasises student-led exploration and practical application, promoting deeper understanding and higher physical activity levels by keeping students moving and engaged throughout the lesson.

Through two hours of high-quality PE EVERY week, we hope children will develop a love of sport and physical activity and pursue these passions outside of school too.

Curriculum Overview

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



We have continued to work hard to ensure ALL P.E and Games lessons were being taught to the highest level. Ensuring staff are confident to teach all topics and sports is essential to this. We have therefore started working with a local company to provide staff with high quality CPD. In doing this, children are continually being taught to the highest standards in PE and Games lessons, staff and pupil motivation remains high and new and exciting opportunities are founded.



As well as working with Community Multisports Coaching Ltd (CMSC) one day a week to provide staff with high quality CPD, the skilled coaches have provided a wealth of extra-curricular clubs for our children too.

This is alongside another exciting development to the PE and Games curriculum - the use of PE Passport to enhance our planning and resources in many topics taught across the curriculum.

Below are some comments from staff about working with CMSC:

'Love it. Give great lesson ideas. I have made lesson plans from watching the coaches teach lessons and will use them the following year.'

'Quality coaching which teaches skills that progress week on week. Extremely well organised and responsive to specific needs of different children.'

'Coach Tom and Coach Ray are amazing at what they do. They make teaching games look very easy. It is so beneficial and I have taken a lot away from watching them.'



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. This includes offering pupil premium children the chance to go to an extra-curricular club paid for by the school.

'There was a child in my class that did not really like to join in games lessons. He lacked confidence and would run away from the ball. The change in him after being taught by Coach Tom for half a term is amazing. He is so much more confident in lessons and actively enjoys the competitive side of games now.'

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
Games	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 the 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
Acquiring and Developing Skills	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/musician enjoying a range of styles and influences. Encouraging a variety of sporting activities - competing at individual and team level, and pursuing that interest beyond the school or just for fun. Developing a curiosity about the world around them - through science, nature or learning about other cultures. 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 successes of their friends.										
Curriculum Vision	We will consistently promote the highest standards in every aspect of school life, provide a vibrant, stimulating curriculum in a safe and happy learning environment, to foster excellent attitudes and behaviour. The inspirational opportunities we provide will lead a passion for learning and a sense of pride in all we do. By celebrating their diverse contribution to the life of the school and the wider community, each person will be encouraged to build on their foundations, to reach a belief in everyone that they have limitless potential and are always capable of achieving their best - throughout their lives. As a family we share each other's successes and take pride in them.										
Teaching Intentions	Our Provision is informed by: 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 continuously developing - supported by CPD/subject leaders	Teachers monitor learning & provide timely feedback	Effective Questioning to develop thinking	Challenge for all and support where necessary					
Implementation	Whole School Curriculum Discrete Subjects focus on knowledge & skills	English Our focus is on the heart of the subject with high quality reading areas in every room	Maths Including a dedicated maths room & maths garden	Science Including access to labs at Cheritonfield High School	Computing Including full use of 2 computer suites and 50 iPads	History & Geography Visits & visitors allow rich experiences in every year group	MFL Support from subject specialists 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 Deerhurst High School	RE Enriched by visits & visitors - visit local faith communities RSE/PSHE as well as our curriculum
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 progression at all.		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 be the right choices for their safety and well-being; utilising the CAFE where necessary.					
Evaluation	We regularly review how our curriculum enables achievement - for all groups of pupils	High Quality Outcomes Learning leads to meaningful outcomes/products - reflected upon in the 'action' of the SWG, Grid, 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 content. 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 build progressively through school. Each subject is valued, given integrity 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 - December 2025). 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. This included the implementation of PE Passport - an online platform for the planning we have for PE and Games and to aid transition from Forefield Infant School too as they also use this programme. A staff meeting was done to ensure staff were making the most of this programme and felt confident in using the planning. There has been excellent feedback from staff about using P.E Passport.

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

HOCKEY KNOWLEDGE ORGANISER Upper KS2

Overview
Hockey is an outdoor game in which two teams play against each other. The aim is to try and manoeuvre the ball or stick into the opposition and score a goal. The game is played over a set time period, often called the team with the highest number of goals wins.

Physical
Skill: Dribbling - To move the ball with the stick, keeping it in your hands. This is done by using the stick to touch the ball and keep it close to the stick.

Social and Emotional
Cooperation: Cooperating is about working together and helping others. It is important to cooperate with each individual to complete tasks with others effectively. Teamwork: Working together to achieve a common goal. It is important to work together to achieve a common goal.

Thinking Strategic
Strategy: A strategy is your team's overall plan to win. You need to think about the game and plan how to win. Tactics: Tactics are the specific actions or plans that the team uses to achieve the strategy. You need to think about the game and plan how to win.

Key Vocabulary
Hockey
Hockey Stick
Open Stick
Closed Stick
Push Pass
Ball Tackle
Autoclear
Strategic
Tactics
Penetration
Feedback

Health and Safety
Always try to follow the rules of the game. Be aware of the people and equipment you are using. Use common sense. Always wear your safety gear. Always use your equipment safely. Always follow the rules of the game. Always use your equipment safely.

Knowledge Organiser | Hockey

Overview
Hockey is a fast-paced team sport played on grass, artificial turf, or indoors. The game involves two teams of 11 players each (excluding hockey) in a playing area (hockey). There are two sides to the field, each with a goal. The aim is to score goals by hitting the ball into the opponent's net.

Skills
Dribbling: Moving the ball up the field while maintaining control.
Passing: Using the stick to move the ball to teammates, essential for building play.
Shooting: Striking the ball towards the goal with power and accuracy.
Tackling: Gaining possession from an opponent, done with a flat stick.
Receiving/Trapping: Controlling a moving ball by softening the stick's impact.
Positioning: Being in the right place on the field, both in attack and defence.
Goalkeeping: Special skills for blocking shots, using pads, a helmet, and a goalie stick.

Rules
Game Duration: Matches are usually played over two halves, each lasting 30 minutes.
Goalkeeping: A goal is scored by hitting the ball from within the circle.
Field Size: Typically, 91.4m x 55m for outdoor hockey.
Equipment: Players use a stick with a curved end, a hard ball, shin guards, and mouthguards.
Fouls: Common infractions include dangerous play, using the stick incoherently, and obstruction.
Penalty Corner (Short Corner): Awarded for defensive fouls within the stopping circle.
Penalty Stroke: A free shot taken 4 metres from goal after a deliberate foul by a defender in the circle.
Offsides: This applies to the game, meaning the value is followed.

Further Support
International Hockey Federation (FIH): The global governing body for field hockey. [Go to Website](#)
English Hockey Governing Body (EHG): The national governing body for field hockey. [Go to Website](#)
English Hockey Federation (EHF): English Hockey Website

Did you know?
Olympic Sport: Field hockey has been an Olympic sport for men since 1908 and for women since 1980.
Popular Countries: The sport is widely popular in countries like India, Netherlands, Australia, Germany, England, and Argentina.
Women's Hockey: Women's participation in hockey has grown significantly, with many professional leagues and international competitions.

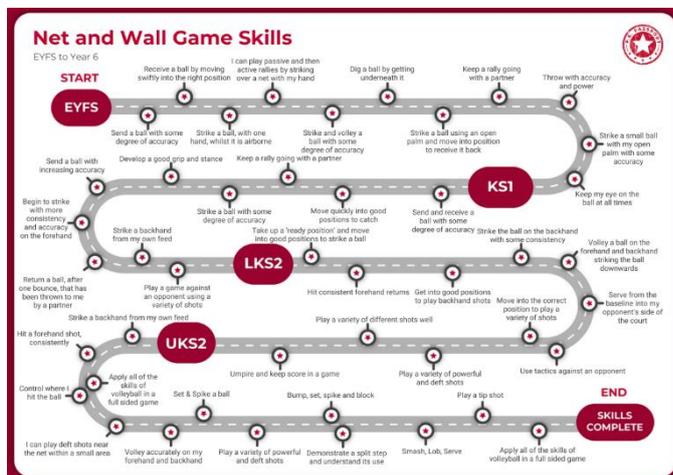


Also, through using PE Passport, we now have access to their documents such as knowledge organisers, end points, vocabulary lists and road maps to show progression across year groups.

PE End Points | UKS2 Gymnastics - Year 5

By the end of Year 5 pupils should be able to consistently display the following and by the end of Year 6 should master:

Know	Show	Grow
<ul style="list-style-type: none"> A range of balances and how to perform them with control To recall my understanding of balances and transitions to form a sequence How to jump and land safely How to work safely in a group How to move safely on apparatus How to move safely on apparatus 	<ul style="list-style-type: none"> Demonstrate control and co-ordination, performing a range of actions independently and collaboratively Create a paired sequence Develop floor sequence to incorporate jumps Develop a small group sequence Develop group sequence on apparatus Develop group sequence on apparatus 	<ul style="list-style-type: none"> Explore the concept of perseverance and its importance in and beyond Gymnastics. Explore the concept of feedback and its importance in and beyond Gymnastics. Explore the importance of positivity in Gymnastics and beyond.



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 be 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!). The end points are extremely useful to staff when assessing the pupils in each topic taught.

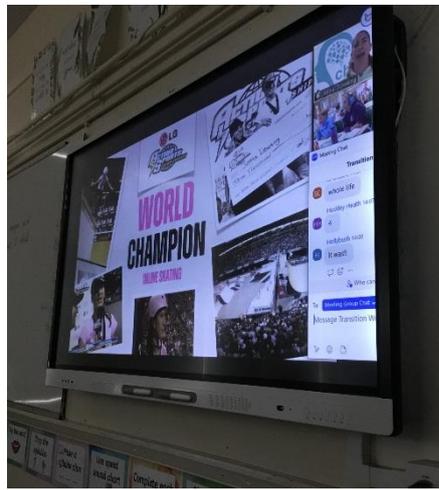
In addition to the curriculum, our Pupil Guarantee aims to ensure that **every** child finds their **PASSION** through:

- 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.





An inspirational online workshop with Jenna Downing. This was to support our Year 6 children as they transitioned to secondary school.

Downing started her career at the age of 12. She won the NASS title three times. She also managed to grab a silver medal at X-Games. Downing is the only female European athlete to perform a 900-degree spin. In 2008, Jenna became the LG Action Sports World Champion. Now she is an Athlete Mentor for the Dame Kelly Holmes Trust and runs courses for young people involving work-related skills.

At Forefield Junior School we always encourage our pupils to 'aim high and believe in yourself'.

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 the concept of 'fair play', following and developing rules, inclusion, celebrating and rewarding success and being magnanimous in defeat.
- pupils participate in decision-making, such as: choosing warm-ups and refereeing games.
- participate in activities that promote affinity and affiliation with others.

- be exposed to the importance of representing your country for different athletes (see above).
- lessons promote teamwork and respecting the skills and backgrounds of peers.



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 for our children.

Assessment

This year, we continued to use a skills-based assessment system linked to our PE curriculum. During the 2024/25 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 and allow the subject lead to monitor lessons throughout the year. 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 the 2024/25 academic year in PE is:

93% EXPECTED + with 13% EXCEEDING

As in previous years, 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, as a school, we must support CPD **OPPORTUNITIES** when needed.

One thing that has continued to help 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 continue to provide children with play equipment to use during lunch times. We have also looked at our extra-curricular offer at lunchtimes too and implemented new **ACTIVE** clubs for all year groups at lunchtime.

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.

In addition to this, working with **CMSC** has enabled us to provide extra lunchtime clubs for pupils across the school. Mrs Newell (our learning mentor) also takes children twice a week at lunchtime to play football.

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: Y6 football, Y5 football, Y4 football, Y3 football, Y5/6 Girls Football, Marine football - whole school, Chess - whole school, Judo, Fencing, Y6 darts, Y5/6 Cross-country, Y5/6 Netball, Dodgeball - whole school, Handball - whole school, Y5 table tennis, Y3 gymnastics, Y3/4 dodgeball, Y5/6 basketball, Y5/6 cricket, Y3/4 multisports.



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.



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.

Competitive Sport at Forefield Juniors

Giving our pupils an **OPPORTUNITY** to play competitive sport is very important. During the 2024/25 academic year we entered **MANY** different tournaments and played a lot of competitive sport. This included: Y6 football league, Y5 football cup, football tournaments for Y3 - 6 both boys and girls, Y5 and Y6 swimming gala, Y3 and Y4 multiskills tournament, Y5 and Y5 athletics, Y4 gymnastics, Y5 dodgeball.



Year 6
swimming
CHAMPIONS
2024/25!

IN TOTAL 153 CHILDREN TOOK PART IN A COMPETITIVE SPORTING EVENT DURING 2024/25 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), hall dance studio and playground are extremely well used for many different activities.

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 on our Sports Days.

Thankfully, this year we were able to complete both our upper and lower junior Sports Days.



These were extremely successful with children, staff and parents reporting how well they went.

'I think that was the best Sports Day we've had in ages! I loved it.'



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.





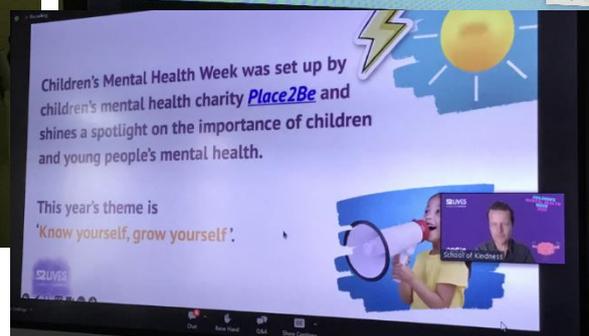
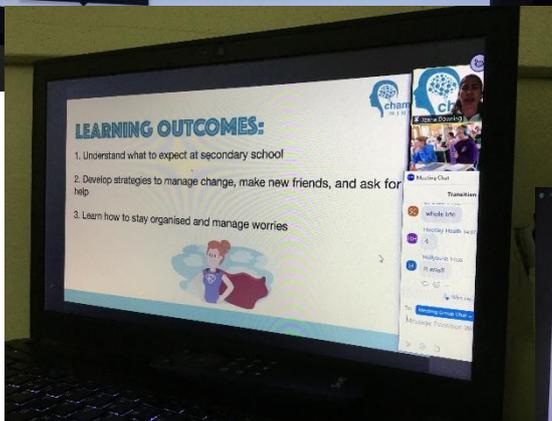
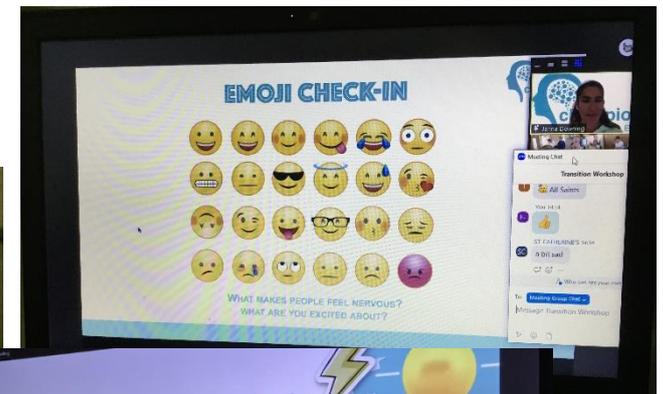
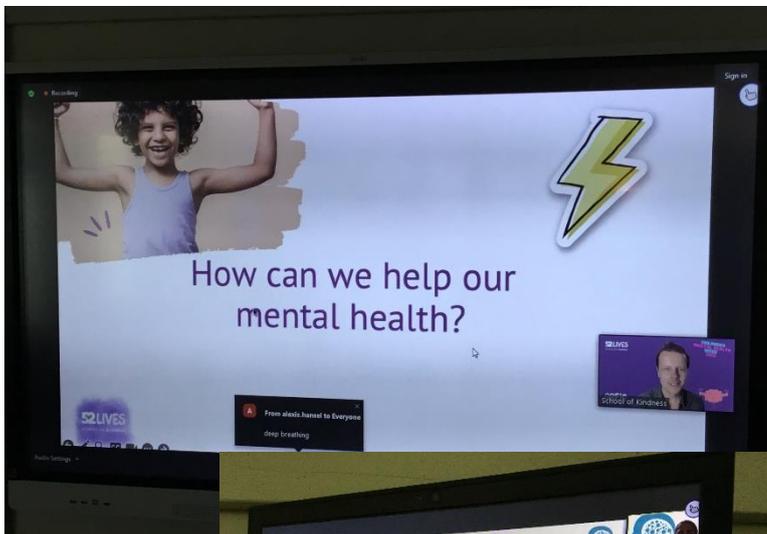
All classes took part in the Santa Dash this year - as always there was a range of hats and outfits. Children loved 'dashing' around the playground to Christmas and festive music!



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.



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 ex-pupils on his **AMAZING** challenge for MacMillan was a real highlight this year. Welcoming the runners on the final leg on their challenge was very emotional and very inspiring.

KIDZ FIT returned for Year 3 as they have for many years now at Forefield. These workshops get ALL children involved and combine 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.

(More detailed information about staff well-being will be shared with Well-being Governor).

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. This year we were based at a new and exciting youth hostel - YHA Langdale in the stunning Langdale valley. The children were given the opportunity to experience a range of outdoor activities, including bush craft, ghyll scrambling, archery, canoeing and fell walking. Our Year 4 children also went on their annual residential to Robinwood.

AMBLESIDE:



ROBINWOOD:



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

Pupil Voice

I always look forward to P.E.
I really enjoy hockey because of all the fun games we play. Having Coach Tom for Games has been super fun and a great addition to our learning.

We get to go out of school to do P.E. We compete against other schools which is really fun!

Our P.E and Games lessons are so much fun. We play so many fun games and learn how to be healthy.

There is always a sports club to go to. Coach Tom has done loads of new sports too. We have clubs before school, at lunch and after school. It's fun!



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!**



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:

- Continuing to provide staff with CPD in areas of the curriculum where they feel less confident.
- Ensure the high-quality curriculum and extra-curricular offer we have at Forefield is maintained through our PROUD curriculum.
- Work with outside providers when appropriate to give our pupils new opportunities. Bikeability is something we are looking to implement for our pupils next year.
- Apply for the School Games Award 2025/26.

This report aims to provide a detailed overview of PE within our school, however, if any further information is required the P.E Subject 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. 😊