



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

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



During COVID classes were not able to do much Gymnastics and Dance as most of our PE lessons took place outside. However, this year saw the return of these topics and children were able to get back to doing indoor PE lessons in addition to their outdoor Games lessons too.

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; 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. 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	We will consistently promote the highest of 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 fuel 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 instill 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:	Pre-Learning Tasks, KWL Grids and continuous assessment direct our teaching.	The purpose of the learning is made explicit - "Can I...?" objectives shared.	Modelling, Success Criteria & WAGOLLs - explicit expectations	Effective Questioning to develop thinking	Challenge for all and support where necessary
		The 'climate for learning' inspires and motivates all pupils & the classroom acts as an additional resource	Teachers' subject knowledge is continually developing - supported by CPD/subject leaders	Teachers monitor learning & provide timely feedback	Pupil groupings are flexible and support/challenge is matched to need	We develop strong partnerships with parents/carers that influence learning
Implementation	Whole School Curriculum	Educational Visits (incl. residential) & Visitors to school	Assemblies: PROUD/British Values & Big Democracy	Responding to events in the news	Extra-Curricular Clubs	Charity Days & Themed Events
	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 Chesterfield High School	Computing: Making full use of 2 computer suites and 50 iPads	History & Geography: Visits & visitors add 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 Chesterfield High School
						RE: Enriched by visits & visitors - incl. local faith communities RSE/PHSE as key with need 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 progression at ARE.		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 'L' section of the KWL Grid. Pupils 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 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	

As a staff, we worked hard this year to ensure all documentation relating to our subject was completed.

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. Beginning to communicate with	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. <i>e.g. dribbling, bouncing, kicking</i>	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. <i>e.g. dribbling, bouncing, kicking</i>
Acquiring and Developing Skills				

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.)

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.

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.



There was even an incredibly special visit from Sir Mo Farah as part of our Queen's Jubilee celebrations (maybe one day we will get the real Mo to FJS!)

Assessment

This year, we continued to use a skills-based termly assessment system linked to our PE curriculum. During the 2021/22 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. The Subject Leader then collates the data to look for successes and areas to develop. This has implications for refining topics and purchasing new resources.

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 SEN 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.

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.

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.

Although these clubs were affected by staff absence and the continued restrictions from COVID, 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.

Re-introducing more opportunities at Forefield next year is something we are thoroughly looking forward to. 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.



I was thrilled this year as ALL children that attended the Year 6 football club were involved in playing a competitive match against another school.

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.



As part of ARTS WEEK, children were able to take part in dance using the theme from their year group as inspiration.

This is a photo of Year 5 pupils using their masks whilst doing some traditional African dancing.

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, I have worked alongside the company 'Play Innovation' to hopefully add to the facilities we currently have in our playgrounds and ballpark. Watch out for this in next year's report!

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.

We were thrilled this year to be able to host our annual **SPORTS DAY** for both the upper and lower juniors.

Sports Day 2021-2022

It was fantastic to be able to welcome parents, carers and friends of Forefield back to watch our Sports Days.



We were also able to use our Year 6 House Captains to support our Lower Junior Sports Day as they became Sports Leaders for the day.





Working with partner schools



This year we were able to support Sports Day at Forefield Infant School by using some of our Year 5 children as Sports Leaders.

We also worked with Chesterfield High School sixth form this year. Students from CHS would come at lunchtime and support the lunchtime activities on the playground and MUGA. They were encouraged to try to engage our pupils in physical activity.

Alongside this, certain year groups visited Chesterfield High School for an afternoon of sport using the facilities there and being taught by staff from the PE department.



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

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, we have worked extremely hard to raise the awareness of mental health at Forefield Junior School with both children and staff.

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.

Furthermore, each class in the school had a session from **KIDZ FIT**. These workshops got ALL children involved and combined practical sessions and discussions about the link between our physical and mental health.





We have also worked hard to support the well-being and mental health of the staff at FJS too. After feedback from the staff questionnaires the SLT were extremely pro-active in creating and developing a 'Well-being Action Plan'. It contained actions for key points in helping the mental health of all staff in our school. The action plan was shared with Governors.

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 next year.

OUTDOOR and ADVENTUROUS ACTIVITIES (OAA)

OAA is something that I have been collaborating with staff to introduce more specifically into our curriculum. Most classes across Year 3, 4 and 5 were able to have a go at teaching a selection of OAA lessons this year, and staff gave some incredibly positive feedback about these lessons. One teacher said, 'It is fantastic to help teach children about teamwork.'

One trip that we were able to do this year, was give our Year 6 pupils the **OPPORTUNITY** to experience some outdoor and adventurous activities at Robinwood Activity Centre at Dobroyd Castle.





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

Next Steps

First and foremost, our aim is to maintain the profile Physical Education has within the school and the local community, returning to, and exceeding, the **OPPORTUNITIES** that we offered our pupils pre-covid. 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.
- Continue the work done already in school to raise the profile of PE and sport even further at Forefield Junior School.
- Ensure even more children 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.
- Continue to develop the lunchtime provision for our pupils, working with our Play Leader.
- Continue to provide and re-introduce a wide range of extra-curricular clubs for our pupils to attend. This includes working with outside coaches and agencies.
- Ensure all resources are fit for purpose, in good condition and being used to full effect. Sort out and order new resources for the next academic year.
- Build partnerships with specialist coaches from our local community and re-introduce outside coaches to provide clubs at Forefield.
- Continue to strengthen links with Forefield Infant School and local high schools and find opportunities to work together.
- Work with Play Innovation to discuss ideas for how to develop outdoor areas.

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