



Stocksbridge Junior School Physical Education Concepts & End Points

SJS Physical Education Concepts

Concept 1:	Physical Skills (PS): How to perform physical skills for specific sports e.g., rounders – catching. Health related and skill related components e.g., orienteering – cardiovascular fitness, gymnastics – balance etc.
Concept 2:	Thinking Skills (TS): Gaining knowledge of how physical skills are performed (Key Points). Learn vocabulary e.g., muscle names, key words. Rules and regulations of different sports and games. Tactical knowledge e.g., which pass to select, attacking/defensive play, full court press.
Concept 3:	Social Skills (SS): Social factors that affect performance include sportsmanship, motivation, communication, and cooperation. Leadership opportunities/referee or umpire games.
Concept 4:	Health, Fitness and Wellbeing (HFW): Health, Fitness and well-being focuses on promoting physical, mental, and emotional health through movement and activity. It encourages children to develop skills for staying active, making healthy lifestyle choices, and understanding the importance of exercise, nutrition, and mental well-being. The concept supports children in learning about their bodies, understanding how to take care of them, and building confidence in physical activities. It also emphasises teamwork, resilience, and self-regulation, helping children to develop a positive attitude towards fitness, self-care, and overall well-being.

Physical literacy is a fundamental and valuable human capability that can be described as a deposition acquired by human individuals encompassing the motivation, confidence, physical competence, knowledge and understanding that establishes purposeful physical pursuits as an integral part of their lifestyle.

Almond, L; Whitehead, M (2012)

End Points in Learning in the PE Curriculum

Year 3 End Point Summary	Year 4 End Point Summary
<ul style="list-style-type: none"> • (PS) Can do a basic throw and catch to a partner from a short distance (basketball). • (PS) Can perform some basic rolls e.g., log roll, dish roll, barrel roll (gymnastics). • (TS) Can identify a few key points of a skill e.g., dribbling: use inside and outside of foot, head up, keep close control (football). • (TS) Understands a few basic rules e.g., side-line pass to the other team if the ball goes out. • (SS) Can work in a team. • (HFW) Understand the importance of regular physical activity for health and well-being. Begin to make connections between physical exercise and improved mood and energy levels. Recognise the importance of hydration and balanced nutrition for overall health. Demonstrate basic understanding of personal hygiene and its link to health. 	<ul style="list-style-type: none"> • (PS) Can throw and catch to a partner from different distances (basketball). • (PS) Can perform basic rolls with control e.g., log roll, dish roll, barrel roll (gymnastics). • (TS) Can identify most key points of a skill e.g., dribbling: use inside and outside of foot, head up, keep close control (football). • (MS) Understands most basic rules e.g., side-line pass to the other team if the ball goes out. • (SS) Can work in a team and cooperate with others. • (HFW) Identify different types of physical activity and their benefits (e.g., strength, endurance, flexibility). Begin to understand the link between physical activity and mental well-being, recognising how exercise can reduce stress. Explain basic principles of a balanced diet and the importance of different food groups. Understand the role of rest and sleep in maintaining physical and mental health.
Year 5 End Point Summary	Year 6 End Point Summary
<ul style="list-style-type: none"> • (PS) Can perform different passes e.g., bounce pass (basketball). • (PS) Can use linking movements between rolls e.g., log roll – hopping - dish roll - skipping (gymnastics). • (TS) Can identify key points of a skill and give a basic explanation why it is done that way e.g., dribbling with your head up so you can see where you are going (football). • (TS) Understands a few complex rules e.g., double dribble, fouls (basketball). • (SS) Can work in a team and show some leadership skills e.g., fair play, supporting teammates. • (HFW) Develop an understanding of how exercise affects the body and the role of warm-up and cool-down in preventing injury. Begin to identify strategies to manage stress and anxiety, including the role of physical activity and mindfulness. Understand the link between physical fitness, strength, and endurance, and how to monitor personal progress. Develop good hygiene practices and understand their importance for long-term health. 	<ul style="list-style-type: none"> • (PS) Can perform different passes with quality (basketball). • (PS) Can do more complex rolls and use linking movements between rolls e.g., forward roll – hopping – teddy bear roll - skipping (gymnastics). • (TS) Can identify key points of a skill and give an explanation why it is done that way e.g., dribbling with your head up so you can avoid defenders (football). • (TS) Understands more complex rules and tactics e.g., attacking and defending, marking players, full-court press (basketball). • (SS) Can work in a team and show leadership skills e.g., contribute to idea development, helping others. • (HFW) Understand and explain the long-term benefits of regular physical activity for physical, emotional, and mental health. Take responsibility for making healthy choices, including managing physical activity, diet, and rest. Demonstrate understanding of mental health, resilience, and the importance of seeking support when needed. Set personal goals for physical fitness and well-being, demonstrating the ability to evaluate progress and adapt routines for improvement.

At Stocksbridge Junior School, every child is an athlete!