



# Margaret Wix Primary School

"Excellence, Creativity, Individuality"



## KS2 PSHE End Points

PSHE and Citizenship are non-statutory subjects at primary level, although schools are expected to make provision for PSHE education. Relationships Education and Health Education are statutory in primary schools, with revised statutory guidance applying from September 2026.

At Margaret Wix, we believe that personal, social, health and economic (PSHE) education is essential in supporting our pupils to become independent, healthy, safe, kind and responsible members of the community. Children's spiritual, moral, social and cultural (SMSC) development is at the heart of our vision, values and ethos.

This is promoted through a well-organised PSHE curriculum, alongside a wide range of enrichment opportunities. At Margaret Wix, we follow the mindful approach advocated through Jigsaw, which incorporates statutory Relationships Education and Health Education and has been updated to reflect the 2025 statutory guidance. We adapt this approach where appropriate to meet the needs of our children.

Every class from Nursery to Year 6 receives a PSHE curriculum using the Jigsaw scheme of work. This is underpinned through a whole school approach. Weekly PSHE skills are focussed upon as a whole school and discrete lessons promote these skills. Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year.

Below are the end points that pupils are working towards by the end of Key Stage 2. Our curriculum is planned and sequenced so that knowledge and skills build on prior learning, enabling pupils to work towards these clearly defined end points.

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| Cultural capital                 | <p>Pupils will be nurtured to:</p> <ul style="list-style-type: none"><li>• Be thoughtful, caring and active citizens in school and in wider society</li><li>• Be confident, happy citizens</li><li>• Know how to keep themselves and others safe</li><li>• Become independent, healthy, safe, kind and responsible members of the community</li></ul> |
| Puzzle 1: Being Me in My World   | <p>Pupils will be able to:</p> <ul style="list-style-type: none"><li>• Explain how choices can have an impact on people in their immediate community and globally</li><li>• Empathise with others in their community and globally and explain how this can influence the choices they make</li></ul>                                                  |
| Puzzle 2: Celebrating Difference | <p>Pupils will be able to:</p> <ul style="list-style-type: none"><li>• Explain ways in which difference can be a source of conflict or a cause for celebration</li><li>• Show empathy with people in situations where their difference is a</li></ul>                                                                                                 |

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|                                                                                                      | source of conflict or a cause for celebration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Puzzle 3:<br>Dreams &<br>Goals                                                                       | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Explain different ways to work with others to help make the world a better place</li> <li>• Explain what motivates them to make the world a better place</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Puzzle 4:<br>Healthy Me                                                                              | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others</li> <li>• Identify and apply skills to keep themselves emotionally healthy and to manage stress and pressure</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                 |
| Puzzle 5:<br>Relationships                                                                           | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control</li> <li>• Explain the feelings they might experience if they lose somebody special and when they need to stand up for themselves and their friends in real or online situations</li> <li>• Offer strategies to help them manage these feelings and situations</li> </ul>                                                                                                                                                                                                                                                       |
| Puzzle 6:<br>Changing Me                                                                             | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>• Recognise how they feel when they reflect on becoming a teenager and how they feel about the development and birth of a baby</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Relationships Education (Primary)</b><br><br>Families and people who care for me                  | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up safe and happy because they can provide love, security and stability.</li> <li>• The characteristics of safe and happy family life, such as commitment, protection, care, spending time together.</li> <li>• That other children's families sometimes look different but should be respected.</li> <li>• That stable, caring relationships are at the heart of safe and happy families.</li> <li>• That marriage and civil partnerships represent a formal and legally recognised commitment.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help</li> </ul> |
| Caring Friendships                                                                                   | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• That most people feel lonely sometimes, and there is no shame in feeling lonely.</li> <li>• The characteristics of friendships that lead to happiness and security</li> </ul>                                                                                                                                                                                                                                             |

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|                                | <p>(mutual respect, honesty, trust, kindness, etc.).</p> <ul style="list-style-type: none"> <li>• That most friendships have ups and downs, and can often be worked through.</li> <li>• How to manage conflict, and that resorting to violence is never right.</li> <li>• How to recognise when a friendship is making them feel unhappy, and how to get support.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Respectful, Kind Relationships | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• How to pay attention to the needs and preferences of others, including in families and friendships.</li> <li>• The importance of setting and respecting healthy boundaries in relationships.</li> <li>• How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings.</li> <li>• The difference between being assertive and being controlling; being kind vs neglecting own needs.</li> <li>• That they can expect to be treated with respect by others, and the importance of respecting others including those who are different.</li> <li>• Practical steps they can take and skills they can develop to improve or support their relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness; fostering self-esteem and building identity.</li> <li>• The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders, and how to get help.</li> <li>• What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</li> <li>• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</li> </ul> |
| Online Safety and Awareness    | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships.</li> <li>• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met.</li> <li>• That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact.</li> <li>• The importance of exercising caution about sharing any information about themselves online; understanding the importance of privacy and location settings.</li> <li>• Online risks, including that any material provided online might be circulated, and once circulated there is no way of deleting it everywhere.</li> <li>• That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                  |
| Being Safe                     | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including online).</li> <li>• The concept of privacy and its implications; including that it is not</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                                                  | <p>always right to keep secrets if they relate to being safe.</p> <ul style="list-style-type: none"> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online).</li> <li>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</li> <li>• How to report abuse, concerns about something seen online or experienced in real life.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Health Education</b><br><br>General Wellbeing | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness; simple self-care techniques including rest, time with friends and family, hobbies, interests and community participation.</li> <li>• The importance of promoting general wellbeing and physical health.</li> <li>• The range and scale of emotions that they might experience in different situations; pupils should understand that worrying and feeling down are normal.</li> <li>• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• That isolation and loneliness can affect children, and the benefits of seeking support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.</li> <li>• Where and how to seek support (including recognising triggers), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing.</li> <li>• That it is common to experience mental health problems, and early support can help.</li> </ul> |
| Wellbeing Online                                 | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That for almost everyone the internet is an integral part of life; pupils should be supported to think about positive and negative aspects of the internet.</li> <li>• How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension.</li> <li>• The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact on wellbeing.</li> <li>• How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.</li> <li>• Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</li> <li>• The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms.</li> <li>• How to take a critical approach to what they see and read online.</li> <li>• That abuse, bullying and harassment can take place online and that this can impact wellbeing.</li> <li>• How to understand the information they find online, including from</li> </ul>                                                                                                                                                                                                                                                                                                                |

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|                                    | <p>search engines, and know how information is selected and targeted.</p> <ul style="list-style-type: none"> <li>• That they have rights in relation to sharing personal data, privacy and consent.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |
| Physical Health and Fitness        | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular physical activity into daily and weekly routines.</li> <li>• The risks associated with an inactive lifestyle, including obesity.</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>                                                                                                                                                                                                                           |
| Healthy Eating                     | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• Understanding the importance of a healthy relationship with food.</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating.</li> </ul>                                                                                                                                                                                                                                                             |
| Drugs, Alcohol, Tobacco and Vaping | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Health and Prevention              | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for health.</li> <li>• About dental health and the benefits of good oral hygiene.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and scientific evidence relating to vaccination and immunisation.</li> </ul> |
| Personal Safety                    | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</li> <li>• How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   |
| Basic First Aid                    | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</li> <li>• Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</li> </ul>                                                                                                                                                                                                                                                                                                                                       |

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| Developing Bodies | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• About growth and other ways the body can change and develop, particularly during adolescence; human lifecycle; puberty as stage in this process.</li> <li>• Correct names of body parts (penis, vulva, vagina, testicles, scrotum, nipples); understanding these are private; skills to express boundaries.</li> <li>• Facts about the menstrual cycle including physical and emotional changes; periods can start at eight.</li> </ul> |