



# Margaret Wix Primary School

"Excellence, Creativity, Individuality"



## KS1 PSHE End Points

PSHE and Citizenship are non-statutory subjects under the National Curriculum, with the exception of health and relationships education being statutory in primary schools since September 2020. At Margaret Wix we believe that personal, social, health, and economic (PSHE) education is essential in order to support 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.

It is promoted through a well-organised PSHE curriculum as well as a wide range of additional enrichment activities. At Margaret Wix we have taken the mindful approach advocated through Jigsaw which includes statutory relationships and health education and have adapted this approach 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 our curriculum is building towards; our school's curriculum is planned and sequenced so that knowledge and skills build on what has been taught before, enabling pupils to work towards these clearly defined end points.

Cultural capital	Pupils will be nurtured to: <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	Pupils will be able to: <ul style="list-style-type: none"> <li>• Explain why their behaviour can impact on other people in their class</li> <li>• Compare their own and their friends' choices and can express why some choices are better than others</li> </ul>
Puzzle 2: Celebrating Difference	Pupils will be able to: <ul style="list-style-type: none"> <li>• Explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes</li> <li>• Explain how it feels to have a friend and be a friend</li> <li>• Explain why it is OK to be different from their friends</li> </ul>
Puzzle 3: Dreams &	Pupils will be able to: <ul style="list-style-type: none"> <li>• Explain how they played their part in a group and the parts other</li> </ul>

Goals	<p>people played to create an end product</p> <ul style="list-style-type: none"> <li>• Explain how their skills complemented each other</li> <li>• Explain how it felt to be part of a group and can identify a range of feelings about group work</li> </ul>
Puzzle 4: Healthy Me	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Explain why foods and medicines can be good for their body comparing their ideas with less healthy/ unsafe choices</li> <li>• Compare their own and their friends' choices and can express how it feels to make healthy and safe choices</li> </ul>
Puzzle 5: Relationships	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Explain why some things might make them feel uncomfortable in a relationship and compare this with relationships that make them feel safe and special</li> <li>• Give examples of some different problem-solving techniques and explain how they might use them in certain situations in their relationships</li> </ul>
Puzzle 6: Changing Me	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</li> <li>• Explain why some types of touches feel OK and others don't</li> <li>• Tell you what they like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to them</li> </ul>