



Margaret Wix Primary School

"Excellence, Creativity, Individuality"



KS2 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	<p>Pupils will be nurtured to:</p> <ul style="list-style-type: none">• Be thoughtful, caring and active citizens in school and in wider society• Be confident, happy citizens• Know how to keep themselves and others safe• Become independent, healthy, safe, kind and responsible members of the community
Puzzle 1: Being Me in My World	<p>Pupils will be able to:</p> <ul style="list-style-type: none">• Explain how choices can have an impact on people in their immediate community and globally• Empathise with others in their community and globally and explain how this can influence the choices they make
Puzzle 2: Celebrating Difference	<p>Pupils will be able to:</p> <ul style="list-style-type: none">• Explain ways in which difference can be a source of conflict or a cause for celebration• Show empathy with people in situations where their difference is a source of conflict or a cause for celebration
Puzzle 3: Dreams & Goals	<p>Pupils will be able to:</p> <ul style="list-style-type: none">• Explain different ways to work with others to help make the world a better place

	<ul style="list-style-type: none"> • Explain what motivates them to make the world a better place
Puzzle 4: Healthy Me	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others • Identify and apply skills to keep themselves emotionally healthy and to manage stress and pressure
Puzzle 5: Relationships	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control • 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 • Offer strategies to help them manage these feelings and situations
Puzzle 6: Changing Me	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Describe how a baby develops from conception through the nine months of pregnancy, and how it is born • Recognise how they feel when they reflect on becoming a teenager and how they feel about the development and birth of a baby

Statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education

<p>Relationships Education (Primary)</p> <p>Families and people who care for me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and

	<p>difficulties</p> <ul style="list-style-type: none"> • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority <ul style="list-style-type: none"> • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not

	<p>know</p> <ul style="list-style-type: none"> • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources
<p>Physical health and mental wellbeing: Primary</p> <p>Mental wellbeing</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
<p>Internet safety and harms</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • Why social media, some computer games and online gaming, for example, are age restricted • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • How to be a discerning consumer of information online including

	<p>understanding that information, including that from search engines, is ranked, selected and targeted</p> <ul style="list-style-type: none"> • Where and how to report concerns and get support with issues online
Physical health and fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • The risks associated with an inactive lifestyle (including obesity) • How and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content) • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • The facts and science relating to allergies, immunisation and vaccination
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary • Concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle