



PHSCE CURRICULUM

KS1 Progression

Knowledge | Skills | Vocabulary | Year 1 to Year 2

Purpose of this document

This document sets out how pupils' personal, social, health, citizenship and emotional development progresses through Key Stage 1 at Park Road Academy. It extracts the supplied progression and organises it through the six Jigsaw themes, showing how pupils build self-awareness, relationships, health, safety, resilience and respect.

Key Stage 1 curriculum position

Key Stage 1 curriculum coverage

PHSCE helps pupils develop confidence, resilience and a positive sense of self; understand relationships, rights, responsibilities and difference; make healthy and safe choices; recognise emotions and seek help; and prepare for change. Jigsaw themes provide a coherent spiral curriculum, with age-appropriate opportunities for discussion, reflection, role play and practical action.

Progression principles

BUILD FROM EYFS	REVISIT & DEEPEN	MODEL, DISCUSS & APPLY	REFLECT, RESPECT & GROW
Familiar routines, feelings and relationships become conscious choices and respectful participation.	Jigsaw themes recur so pupils remember, practise and apply key knowledge in new contexts.	Adults model respectful language and safe choices; pupils rehearse responses and apply them in daily life.	Pupils recognise strengths, manage feelings, value difference and identify ways to improve.

Curriculum strands

Being Me	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me & RSE
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Jigsaw provides the school's organising structure. Teach sensitive content inclusively, use correct language and follow the school policy, safeguarding procedures and parent communication arrangements for RSE and health education.



Year 1 PHSCE Curriculum Map

Jigsaw themes, core learning and progression emphasis

How the map should be used

The six Jigsaw themes and Year 1 objectives follow the supplied progression. Use circle time, stories, discussion, role play and practical routines. Sensitive content should be taught in line with the school RSE policy and communicated appropriately to families.

Year 1 - Jigsaw sequence

Half term	Theme / unit	Core learning	Progression emphasis	Links to strands
Autumn 1	Being Me in My World	Understand belonging to a class and school community; recognise what helps pupils feel safe, valued and included; identify simple rights and responsibilities; follow class rules and notice how choices affect others.	Builds a secure sense of belonging, responsibility, independence and confidence.	belong, community, safe, valued, included, right, responsibility
Autumn 2	Celebrating Difference	Recognise similarities and differences between people; understand that everyone is unique and special; talk about families and homes; use kind words and actions; identify bullying and trusted adults.	Develops respect, empathy and a clear message that difference is valued and worries can be shared.	similarity, difference, unique, family, respect, kind, bullying, trusted adult
Spring 1	Dreams and Goals	Identify strengths and talents; set simple goals; think about steps to achieve them; understand that learning can feel challenging; practise perseverance and resilience; celebrate achievements.	Moves from recognising strengths to setting goals, coping with challenge and celebrating progress.	strength, talent, goal, challenge, effort, perseverance, resilience, achievement
Spring 2	Healthy Me	Understand what it means to be healthy; explore healthy eating, exercise and sleep; understand hygiene; recognise safe and unsafe situations; identify trusted adults and ways to care for body and mind.	Builds practical knowledge for healthy living and personal safety.	healthy, balanced, exercise, sleep, hygiene, safe, unsafe, help
Summer 1	Relationships	Understand what makes a good friend; develop sharing, listening and cooperating; identify important people; understand different families; solve friendship problems; recognise appropriate and inappropriate physical contact.	Develops respectful relationship skills, boundaries and help-seeking.	friend, share, listen, cooperate, family, problem, boundary, contact
Summer 2	Changing Me RSE	Understand how people grow and change; recognise changes from being a baby to now; talk about feelings linked to change; understand that people develop at different rates; build independence and prepare for transitions.	Introduces growth, change, feelings and respectful preparation for future transitions.	grow, change, baby, develop, feelings, independence, transition



Year 2 PHSCE Curriculum Map

Jigsaw themes, core learning and progression emphasis

Year 2 progression

Pupils revisit each Jigsaw theme with more detailed language, personal responsibility and application. Use age-appropriate, inclusive teaching and allow pupils to ask questions safely. Follow the agreed Jigsaw and RSE sequence alongside school policies and safeguarding procedures.

Year 2 - Jigsaw sequence

Half term	Theme / unit	Core learning	Progression emphasis	Links to strands
Autumn 1	Being Me in My World	Understand their role within the school community; recognise personal responsibilities and how they contribute positively; understand why rules and agreements matter; identify worries and know how to seek help; understand that everyone has rights and responsibilities.	Extends belonging into active contribution, responsible choices and confident help-seeking.	role, responsibility, contribute, rules, agreement, worry, rights, help
Autumn 2	Celebrating Difference	Explore similarities and differences between people; understand that assumptions can be unfair; recognise stereotypes and why they can be harmful; understand different families; develop empathy and respect; know how bullying happens and how to seek help.	Deepens inclusion by challenging unfair assumptions and recognising the impact of stereotypes and bullying.	assumption, stereotype, unfair, identity, empathy, respect, discrimination, bullying
Spring 1	Dreams and Goals	Identify personal strengths and areas for development; set realistic goals and discuss how to achieve them; understand motivation and effort; recognise teamwork; reflect on achievements and improvements; understand that challenges can be overcome.	Develops realistic planning, teamwork, motivation and resilience when goals are difficult.	strength, development, realistic, motivation, effort, teamwork, overcome, reflect
Spring 2	Healthy Me	Understand balanced choices; explain how food, exercise and sleep affect health; recognise risks and hazards at home and outdoors; understand how to keep safe; develop confidence in making healthy choices; know how to ask for help when needed.	Applies health and safety knowledge to risks, decisions and independent help-seeking.	balanced, nutrition, risk, hazard, safety, choice, healthy, emergency
Summer 1	Relationships	Understand cooperation and caring relationships; recognise how relationships can change; develop strategies for resolving disagreements; understand safe and unsafe situations; express feelings and opinions respectfully; begin to understand how to stay safe online.	Builds communication, conflict resolution, respectful boundaries and early digital safety.	cooperation, caring, disagreement, resolve, respectful, online, privacy, safe
Summer 2	Changing Me RSE	Understand how humans and animals grow and change; recognise changes they have experienced and may experience; understand that some changes are outside their control; develop confidence discussing emotions; recognise growing independence and prepare positively for future changes.	Develops emotional literacy, body-change awareness and resilience in preparation for transition.	growth, change, control, emotion, independence, puberty, transition, future



KS1 PHSCE Progression at a Glance

Concise progression from Year 1 to Year 2 and readiness for Year 3

Progression focus

The overview combines the supplied Jigsaw themes and objectives with a clear progression in knowledge, language, decision-making and independence. Pupils move from recognising and naming feelings, relationships and routines to explaining choices, challenging unfairness, managing change and seeking help confidently.

Area	Year 1	Year 2	End of KS1 / Year 3 readiness	Key vocabulary
Being Me	Identifies belonging, simple rights and responsibilities, class rules and choices that affect others.	Explains roles, agreements and responsibilities; identifies worries and knows how to seek help.	Contributes positively, understands shared rights and responsibilities and makes safe, respectful choices.	belong, community, rights, responsibility, rule, agreement, help
Celebrating Difference	Recognises similarities, differences, uniqueness, families and kind behaviour; identifies bullying and trusted adults.	Challenges unfair assumptions, recognises stereotypes and develops empathy, respect and help-seeking.	Values difference, uses inclusive language and explains why stereotypes and bullying are harmful.	difference, unique, family, identity, stereotype, empathy, respect
Dreams & Goals	Recognises strengths, sets simple goals, perseveres through challenge and celebrates achievement.	Sets realistic goals, identifies steps, understands motivation and teamwork and reflects on improvement.	Plans and reviews a goal, responds to setbacks and explains how effort and support help progress.	strength, goal, challenge, effort, resilience, teamwork, reflect
Healthy Me	Identifies healthy eating, exercise, sleep, hygiene and safe or unsafe situations; knows trusted adults.	Explains balanced choices, risks and hazards, personal safety and ways to seek help.	Makes informed healthy and safe choices and explains how habits and decisions affect wellbeing.	healthy, balanced, hygiene, risk, hazard, safety, wellbeing
Relationships	Identifies good friendship skills, important people, families, boundaries and ways to solve problems.	Cooperates, resolves disagreements, expresses feelings respectfully and begins online safety.	Builds and maintains respectful relationships, recognises unsafe situations and seeks help appropriately.	friendship, family, boundary, cooperation, disagreement, online safety
Changing Me & RSE	Recognises growth from babyhood, changing feelings, different rates of development and transition.	Discusses changes, emotions, control, independence and preparing positively for future change.	Uses respectful language to describe growth and change, manages emotions and seeks support when needed.	grow, change, develop, emotion, independence, transition, puberty

Area	Year 1	Year 2	End of KS1 / Year 3 readiness	Key vocabulary
Health, safety & wellbeing	Names healthy habits, safe and unsafe situations and trusted adults; identifies feelings and simple ways to care for body and mind.	Explains balanced choices, risks, hazards, online safety and ways to ask for help; develops confidence in making healthy choices.	Makes safe, healthy decisions, explains likely consequences and knows how to access appropriate support.	health, wellbeing, risk, hazard, safe, unsafe, support
Voice, reflection & action	Uses kind language, shares ideas, celebrates achievements and responds to simple reflection prompts.	Expresses feelings and opinions respectfully, reflects on progress, contributes positively and suggests ways to solve problems.	Participates thoughtfully, explains values and choices and takes responsible action in the school and wider community.	voice, opinion, empathy, reflect, contribute, respect, action

Implementation note: Jigsaw themes should be taught as a spiral, with safe space for discussion and clear links to everyday school life. RSE and health content must follow the school policy, statutory guidance, safeguarding procedures and agreed communication with parents and carers.



Using the KS1 Progression Document

Planning, teaching, assessment and transition

Planning from the progression

1 START WITH PRIOR LEARNING Recall routines, relationships, vocabulary and feelings knowledge from EYFS and earlier Jigsaw lessons.	2 MODEL & DISCUSS Use stories, scenarios and respectful language to model choices and responses.	3 PLAN FOR APPLICATION Practise through role play, circle time, real school responsibilities and safe decision-making.
4 ASSESS PROCESS Notice understanding, language, participation, reflection and help-seeking, not only written work.	5 BUILD LANGUAGE Revisit feeling, relationship, health and safety vocabulary in meaningful contexts.	6 SUPPORT INDEPENDENCE Provide inclusive ways to contribute, ask questions, express feelings and access support.

What progression should look like in pupils' learning

KNOW MORE Recalls rights, health, relationship and change knowledge.	DO MORE Uses strategies for feelings, friendships and safety.	CHOOSE MORE Makes respectful and healthy choices.	EXPLAIN MORE Gives reasons and expresses opinions respectfully.	IMPROVE MORE Reflects, seeks help and changes approach.
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Suggested evidence for assessment and subject leadership

PUPIL VOICE Can pupils explain a choice, feeling, right or way to seek help?	DISCUSSION & ACTION Do contributions, scenarios and responsibilities show understanding and application?	TEACHING & INCLUSION Are sensitive themes taught safely, inclusively and with accessible language?	TRANSITION Does evidence show readiness for greater independence and wider KS2 themes?
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End-of-KS1 readiness for Year 3 PHSCE

SELF-AWARENESS Recognises strengths, feelings, emotions and ways to manage challenges.	RELATIONSHIPS Builds respectful friendships, cooperates and resolves simple disagreements.	HEALTH & SAFETY Makes healthy choices, recognises risks and knows how to seek help.
RESPECT & DIFFERENCE Values difference and explains why stereotypes and bullying are harmful.	CHANGE & RSE Talks respectfully about growth, change, independence and transition.	CITIZENSHIP Understands rights and responsibilities and contributes positively to the community.

Read alongside the school Jigsaw overview, PHSCE and RSE policies, safeguarding procedures and assessment records. The supplied objectives are retained; progression language, vocabulary and readiness guidance support consistent implementation.