



PSHCE CURRICULUM

Long-Term Overview

A curriculum for wellbeing, relationships, respect and responsible choices.

Park Road Academy follows Jigsaw PSHE across EYFS to Year 6, with Think Equal alongside Jigsaw in EYFS. Six half-termly Puzzles revisit personal, social, health and relationships education with increasing depth.

The overview combines statutory curriculum entitlement with enrichment, specialist provision, cultural capital, careers education, inclusion and sustainable improvement.

CURRICULUM DESIGN

Progressive, carefully sequenced Jigsaw PSHE curriculum, developing emotional literacy, healthy relationships and life skills.

ENRICHMENT

Visitors, workshops, safeguarding campaigns, community experiences and whole-school Jigsaw celebrations.

CULTURAL CAPITAL

Diverse families, identities, relationships, communities and real-world experiences that broaden understanding.

BRITISH VALUES

Democracy, individual liberty, rules, fairness, mutual respect, tolerance, responsibility and pupil voice.

INCLUSION

Adaptive practice, safe discussion, emotional support and equitable access with high expectations for all.

CAREERS

Visible routes into healthcare, education, counselling, social care, community services and wellbeing.

SPECIALISTS

Purposeful partnerships with health professionals, emergency services, safeguarding organisations and community experts.

SUSTAINABILITY

Lifelong wellbeing, healthy choices, resilience, responsible relationships and lasting personal development.

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Curriculum Architecture

How PSHE develops from EYFS to Year 6

EYFS FOUNDATIONS Feelings, kindness, family, safety and change; Think Equal alongside Jigsaw.	KS1 BELONG & PRACTISE Rights, friendship, bullying, hygiene, healthy choices and safety.	Lower KS2 UNDERSTAND Identity, respect, resilience, online safety and puberty awareness.	Upper KS2 APPLY & PREPARE Democracy, discrimination, risk, relationships, puberty and transition.
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INTENT Develop confident, healthy, safe, respectful and responsible citizens who understand themselves and others. Equip pupils with the knowledge, emotional literacy and life skills needed to build positive relationships, make informed choices, celebrate diversity and contribute positively to society.	IMPLEMENTATION Deliver six carefully sequenced Jigsaw Puzzles annually, building knowledge and skills progressively from EYFS to Year 6. Use age-appropriate discussion, reflection, practical activities and collaborative learning to develop understanding. Think Equal complements Jigsaw in EYFS, supporting emotional literacy, empathy and positive relationships.	IMPACT Pupils demonstrate increasing emotional awareness, resilience and independence. They can explain safe and healthy choices, manage emotions, build respectful relationships, value differences and recognise when and how to seek help. They are increasingly prepared for personal challenges, transitions and responsibilities.
INCLUSION Provide an inclusive, supportive learning environment where every pupil feels safe, respected and valued. Adapt teaching through visual prompts, accessible language, alternative responses, sensitive discussions and trusted-adult support. Ensure all pupils can participate meaningfully while respecting individual experiences and needs.	ASSESSMENT Use ongoing formative assessment through discussion, observation, questioning, pupil reflection and floorbooks. End-of-Puzzle outcomes provide opportunities to demonstrate and celebrate learning. Teachers identify developing understanding, address misconceptions and adapt future teaching to support progression.	CULTURAL CAPITAL Broaden pupils' understanding of the world through encounters with diverse families, cultures, communities, professions and perspectives. Enrich learning through visitors, community partnerships, safeguarding campaigns and real-world experiences, developing empathy, respect, social awareness and an appreciation of individual differences.

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Progression Principles & Curriculum Strands

Jigsaw PSHE • 2026–27

BUILD Introduce emotional vocabulary, belonging and safety.	REVISIT Return to the same six Puzzles every year.	DEEPEN Increase complexity of choices, relationships and risk.	APPLY Develop independence, leadership and transition readiness.
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IDENTITY & BELONGING Self-worth • emotions • community • rights	RESPECT & DIFFERENCE Diversity • stereotypes • bullying • inclusion
ASPIRATIONS & RESILIENCE Goals • effort • setbacks • careers	HEALTH & SAFETY Wellbeing • hygiene • substances • risk
RELATIONSHIPS Friendship • families • consent • online safety	GROWING & CHANGING Life cycles • puberty • transitions • RSE
VOICE & RESPONSIBILITY Learning Charter • democracy • leadership	HELP-SEEKING & REFLECTION Trusted adults • self-regulation • informed choices

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EYFS Long-Term Curriculum Map

Develop emotional awareness, confidence and a positive sense of self. Children learn to recognise and express feelings, build friendships, show kindness and respect, celebrate differences, follow simple routines and begin to make safe and healthy choices.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Think Equal + Jigsaw	Being Me in My World the children learn about how they have similarities and differences from their friends and how that is OK.	Celebrating Difference children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things.	Dreams and Goals the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal.	Healthy Me children learn about their bodies: the names of some key parts as well as how to stay healthy.	Relationships Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family.	Changing Me (RSE) Children are encouraged to think about how they have changed from being a baby and what may change for them in the future.
Reception Think Equal + Jigsaw	Being Me in My World the children learn about how they have similarities and differences from their friends and how that is OK.	Celebrating Difference children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things.	Dreams and Goals the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal.	Healthy Me children learn about their bodies: the names of some key parts as well as how to stay healthy.	Relationships Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family.	Changing Me (RSE) Children are encouraged to think about how they have changed from being a baby and what may change for them in the future.

ENRICHMENT Fire service visit • Dentist Visit Police visit	CAREERS MADE VISIBLE Teacher • Chef • Firefighter • Dentist • Nurse • Health Visitor	PROGRESSION EMPHASIS Feelings, kindness, families and early safety.
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KS1 Long-Term Curriculum Map

Develop emotional awareness, self-confidence and positive relationships. Pupils learn to recognise and express feelings, make safe and healthy choices, respect differences, cooperate with others and begin to understand their rights and responsibilities.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Being Me in My World children are introduced to their Jigsaw Journals and explore what helps them feel special, safe and calm in their class.	Celebrating Difference children explore how people can be similar and different, reflecting on their own similarities and differences while learning to include others, use kind words and more.	Dreams and Goals children explore what success means to them, learn how to set simple goals and recognise their own strengths.	Healthy Me children learn what it means to be healthy, exploring food, exercise, sleep and everyday choices that help their bodies and minds.	Relationships children explore families, friendships and what it means to belong and help others feel included.	Changing Me (RSE) children learn about life cycles and the changes that happen as humans and animals grow.
Year 2	Being Me in My World children reflect on their hopes and fears for the year and learn how to recognise feelings of worry and seek help.	Celebrating Difference children explore similarities and differences, learning how assumptions and stereotypes can form and why it is important to treat others with courtesy and respect.	Dreams and Goals children learn how to set realistic goals, recognise their strengths and reflect on achievements.	Healthy Me children learn about healthy eating, balanced diets and making healthier food choices, including nutritious foods.	Relationships children explore different types of families and learn why cooperation and care are important in relationships.	Changing Me (RSE) children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control.

ENRICHMENT
NSPCC Speak Out Campaign

CAREERS MADE VISIBLE

Social Worker • School Nurse • Microbiologist • Teaching Assistant •
Veterinary Surgeon • Police Officer • Pilot • Astronaut • Dietitian •
Cybersecurity Specialist • Occupational Therapist

PROGRESSION EMPHASIS

Belonging, respectful friendship, healthy choices and help-seeking.

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LKS2 Long-Term Curriculum Map

Deepen emotional literacy and self-awareness, develop positive relationships and demonstrate increasing responsibility, collaboration and independence in everyday situations.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Being Me in My World children reflect on their worth and achievements, set	Celebrating Difference children explore different types of families and why they are important, learning how	Dreams and Goals children explore people who have overcome challenges	Healthy Me children learn how exercise and food affect their bodies,	Relationships children explore family roles and responsibilities and develop skills for building	Changing Me (RSE) children learn how babies grow and explore the physical changes that happen to

	personal goals, and learn how to make others feel welcome.	to manage disagreements calmly and solve problems together.	and reflect on their own dreams and ambitions. ...	exploring energy, fitness and making balanced choices.	positive friendships, including solving conflicts and negotiating fairly.	bodies as people grow up, including some inside and outside changes linked to puberty.
Year 4	Being Me in My World children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others.	Celebrating Difference children explore how first impressions and appearance can influence assumptions, learning to accept others for who they are and question their own judgements.	Dreams and Goals children explore their hopes and dreams and learn how feelings such as excitement, anxiety and disappointment can accompany them.	Healthy Me children explore friendships, group dynamics and the emotions linked to belonging, trust and feeling left out.	Relationships children explore feelings such as jealousy, love and loss, and learn how memories can help us stay connected to people we no longer see.	Changing Me (RSE) children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation.

ENRICHMENT NSPCC Speak Out Campaign	CAREERS MADE VISIBLE Events Coordinator • Mediator • Paramedic • Personal Trainer • Counsellor • Paediatrician • Charity Worker • Lawyer • Software Developer • Rail Safety Officer • Digital Content Manager • GP (General Practitioner)	PROGRESSION EMPHASIS Resilience, inclusion, safe relationships and developing independence.
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UKS2 Long-Term Curriculum Map

Apply knowledge and skills confidently in real-life situations, make informed and responsible choices and develop the understanding and independence needed for a successful transition to secondary school.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Being Me in My World children look ahead to the year, setting personal goals and reflecting on what they	Celebrating Difference children explore cultural similarities and differences, reflect on their own identities, and consider how	Dreams and Goals children explore the lifestyles they hope for as adults and consider how money, careers	Healthy Me children learn about the health risks linked to smoking, vaping and alcohol, and practise making	Relationships children build a strong sense of self by reflecting on their qualities, interests and self-esteem.	Changing Me (RSE) children explore self-image and body confidence while learning about physical and

	value about their school community.	assumptions and stereotypes can lead to conflict.	and personal values can shape future choices.	informed, pressure-resistant choices.		emotional changes during puberty for girls and boys.
Year 6	Being Me in My World children reflect on the year ahead, identifying goals, worries and fears and exploring how to feel welcome and valued.	Celebrating Difference children explore what “normal” can mean and develop empathy for people who are different.	Dreams and Goals children set ambitious but realistic personal learning goals and identify steps to success, reflecting on motivation, strengths and perseverance.	Healthy Me children learn to take responsibility for their physical and emotional wellbeing, exploring how choices, prevention and healthy habits support long-term health.	Relationships children explore mental health, learning how to recognise stress, anxiety and early warning signs, and how to seek support for themselves and others.	Changing Me (RSE) children explore self-image and self-esteem while learning about physical and emotional changes during puberty.

ENRICHMENT Greater Manchester Fire and Rescue Talk – Water Safety • Crucial Crew experience Pupil leadership opportunities Vaping Talk	CAREERS MADE VISIBLE Civil Servant • Journalist • Entrepreneur • Pharmacist • Mental Health Practitioner • Psychologist • Member of Parliament (MP) / Councillor • Human Rights Lawyer • Business Leader • Medical Researcher • Adolescent Health Professional • Pastoral / Transition Le	PROGRESSION EMPHASIS Risk awareness, identity, wellbeing, leadership and secondary transition.
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07

Progression at a Glance

A concise inspection-facing view of increasing sophistication

Progression thread	EYFS	KS1	Lower KS2	Upper KS2 / End Point
Identity & feelings	Names feelings and recognises own uniqueness.	Explains feelings and belonging.	Reflects on self-worth and viewpoints.	Evaluates identity, self-esteem and pressures.
Respect & diversity	Notices similarities and differences.	Challenges unkindness and seeks help.	Recognises stereotypes and bullying roles.	Explores discrimination, racism and fairness.
Goals & resilience	Tries again and celebrates achievements.	Sets simple goals and perseveres.	Uses coping strategies for setbacks.	Connects aspirations, careers and values.
Health & safety	Explores hygiene, food, sleep and safe adults.	Identifies healthy choices and hazards.	Evaluates risks and safety online/offline.	Makes informed choices about substances and emergencies.

Relationships	Practises kindness and friendship repair.	Recognises safe contact and asks for help.	Negotiates conflict and understands peer influence.	Recognises boundaries, online relationships and support.
Change & transition	Recognises growing and changing.	Understands life cycles and change.	Learns age-appropriate puberty changes.	Prepares for puberty, transitions and independence.

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Careers Pathways in PSHE

From primary curriculum experiences to real UK education, training and professional routes

CAREERS ARE WOVEN THROUGH THE CURRICULUM - NOT ADDED AS A SEPARATE EVENT

PARK ROAD Jigsaw Puzzles • pupil voice • visitors	SECONDARY KS3 relationships, health and citizenship	14–16 GCSEs including PSHE-related subjects	POST-16 A levels • T levels • college • apprenticeships	CAREER ENTRY Higher education • professional training • employment
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Routes vary by role and provider. The pathway cards below show credible examples rather than a single compulsory route.

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Career Route Cards

Clear routes from school experiences to training and employment

TEACHER Curriculum link: Being Me in My World. ROUTE GCSEs → relevant post-16 study, apprenticeship or degree → role-specific training and experience.	CHEF Curriculum link: Celebrating Difference. ROUTE GCSEs → relevant post-16 study, apprenticeship or degree → role-specific training and experience.
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FIREFIGHTER

Curriculum link: Dreams and Goals. ROUTE GCSEs → relevant post-16 study, apprenticeship or degree → role-specific training and experience.

DENTIST

Curriculum link: Healthy Me. ROUTE GCSEs → relevant post-16 study, apprenticeship or degree → role-specific training and experience.

NURSE

Curriculum link: Relationships. ROUTE GCSEs → relevant post-16 study, apprenticeship or degree → role-specific training and experience.

HEALTH VISITOR

Curriculum link: Changing Me (RSE). ROUTE GCSEs → relevant post-16 study, apprenticeship or degree → role-specific training and experience.

10**Career Route Cards**

Clear routes from school experiences to training and employment

SOCIAL WORKER

Curriculum link: Being Me in My World. ROUTE GCSEs → relevant post-16 study, apprenticeship or degree → role-specific training and experience.

SCHOOL NURSE

Curriculum link: Celebrating Difference. ROUTE GCSEs → relevant post-16 study, apprenticeship or degree → role-specific training and experience.

CREATIVE PROFESSIONAL

Curriculum link: Dreams and Goals. ROUTE GCSEs → relevant post-16 study, apprenticeship or degree → role-specific training and experience.

MICROBIOLOGIST

Curriculum link: Healthy Me. ROUTE GCSEs → relevant post-16 study, apprenticeship or degree → role-specific training and experience.

TEACHING ASSISTANT

Curriculum link: Relationships. ROUTE GCSEs → relevant post-16 study, apprenticeship or degree → role-specific training and experience.

VETERINARY SURGEON

Curriculum link: Changing Me (RSE). ROUTE GCSEs → relevant post-16 study, apprenticeship or degree → role-specific training and experience.

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Wider Curriculum, Specialist Provision & Sustainability

What makes the Park Road PSHCE offer distinctive

SPECIALIST PROVISION Fire service, police, dentist and health visitors.	SAFEGUARDING & RSE Trusted adults, age-appropriate RSE, safe discussion and help-seeking.	ENRICHMENT & CAMPAIGNS NSPCC Speak Out • anti-bullying • mental health • road and water safety.
BRITISH VALUES & CHARACTER Learning Charter • pupil voice • fairness • mutual respect.	SUSTAINABILITY Healthy routines, responsible choices and positive relationships.	SUBJECT LEADERSHIP Review Jigsaw sequence, pupil voice, inclusion, teaching and outcomes.

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Inspection-Ready Evidence & End Point

A professional evidence map without creating unnecessary workload

CURRICULUM Jigsaw planning • pupil work • discussion • reflection • school records	TEACHING Jigsaw planning • pupil work • discussion • reflection • school records
ASSESSMENT Jigsaw planning • pupil work • discussion • reflection • school records	INCLUSION Jigsaw planning • pupil work • discussion • reflection • school records
SAFEGUARDING & RSE Jigsaw planning • pupil work • discussion • reflection • school records	ENRICHMENT Jigsaw planning • pupil work • discussion • reflection • school records
SPECIALISTS Jigsaw planning • pupil work • discussion • reflection • school records	CAREERS Jigsaw planning • pupil work • discussion • reflection • school records
PUPIL VOICE Jigsaw planning • pupil work • discussion • reflection • school records	PROGRESSION Jigsaw planning • pupil work • discussion • reflection • school records

BY THE END OF YEAR 6

Pupils understand their identity, relationships, wellbeing, safety and responsibilities; they recognise risks, seek help, respect others and are prepared for secondary school.