Jigsaw Knowledge and skills progression: Relationships Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the Relationships Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

<table>
<tr><td rowspan="4">Ages 7-8</td><td colspan="2">Puzzle overview: Relationships</td></tr>
<tr><td colspan="2">In this Puzzle, children explore family roles and responsibilities and develop skills for building positive friendships, including solving conflicts and negotiating fairly. They start to learn how to stay safe online and think critically about information they see through the media and digital platforms. Across the six lessons, children explore global connections, rights and wellbeing, developing empathy for people in different cultures and understanding how the world is interconnected.</td></tr>
<tr><td>Knowledge</td><td>Social and emotional skills</td></tr>
<tr><td>• I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females
• I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener
• I know and can use some strategies for keeping myself safe online
• I understand how people around the world can help and influence my life and that media doesn't always show complete information
• I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes
• I know how to express my appreciation to my friends and family</td><td>• I can describe how taking some responsibility in my family makes me feel
• I know how to negotiate in conflict situations to try to find a win-win solution
• I know who to ask for help if I am worried or concerned about anything online
• I can appreciate different cultures, and question stereotypes I might see in photos or information
• I can empathise with children whose lives are different to mine and know who I can talk to when I need help
• I enjoy being part of a family and friendship groups</td></tr>
<tr><td colspan="2">Vocabulary</td></tr>
<tr><td colspan="2">age restriction, appreciation, careers, celebrating, conflict, culture, deprivation, differences, fairness, family, feelings/emotions, female, friendship, gaming/apps, global, happiness, influence, inequality, in-app purchases, internet, interconnected, job, location settings, male, manners, media, messaging, needs, personal information, privacy, problem solving, relationships, respect, responsibilities, rights, risky, role, safe/unsafe, sex (male and female), social media, solution, stereotype, support, trade, trusted adult, trust, united nations, unisex, wants, wellbeing, win-win</td></tr>
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Supporting 'Relationships' Puzzle at home: A Guide for Families

This page offers simple ways to support your child's learning at home. The questions, ideas, and resources below encourage meaningful discussion, independence, and practising key life skills in everyday situations.

Ages 7-8

Talking Together: suggested questions to support Relationships learning at home		
Family roles, responsibilities and fairness • What responsibilities do people have in our family? • How does helping at home make you feel? • Why is it important that jobs in families are shared fairly?	**Friendship skills and solving conflicts** • What makes someone a good friend? • How can you solve disagreements fairly? • How can listening help resolve conflicts?	**Staying safe online (incl. apps and tv)** • What personal information should you keep private online? • What should you do if something online makes you feel worried? • Why are age restrictions important?
Media, influence and thinking critically • Do you think everything we see online is true? Why or why not? • What are stereotypes and why can they be unfair? • How can we check if information is reliable?	**Global connections, rights and empathy** • How are children around the world similar to you? • How might their lives be different? • What rights do all children share? • Why is it important to understand other cultures?	**Belonging, wellbeing and appreciation** • How does it feel to belong to a group or family? • How can you show appreciation to others? • Who can you talk to if you feel worried?
Resources and additional support for families		
• NSPCC – advice for families on boundaries, secrets, safety and relationships • UK Safer Internet – practical guidance for families on keeping children safe online • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Relationships theme.		
School-based and local resources (editable box for teachers):		

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