Jigsaw Knowledge and skills progression: Relationships Ages 3-11

Ages 9-10	**Puzzle overview: Relationships**	
	In this Puzzle, children build a strong sense of self by reflecting on their qualities, interests and self-esteem. They explore how relationships form online and consider both the benefits and risks of digital communities. Across the six lessons, children learn how to stay safe when using digital technology for uses such as gaming and the internet. They learn about how we can balance screen time, protect personal data and recognise unsafe situations. They practise being responsible, respectful and assertive online, and learn how to seek help when worried.	
	Knowledge	**Social and emotional skills**
	• I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • I understand that belonging to an online community can have positive and negative consequences • I understand there are rights and responsibilities in an online community or social network • I know there are rights and responsibilities when playing an online game • I can recognise when I am spending too much time using devices (screen time) • I can explain how to stay safe when using technology to communicate with my friends • I understand I have rights about my personal data	• I know to keep building my own self-esteem • I can recognise when an online community feels unsafe or uncomfortable • I can recognise when an online community is helpful or unhelpful to me • I can recognise when an online game is becoming unhelpful or unsafe • I can identify things I can do to reduce screen time, so my health isn't affected • I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable
	Vocabulary	
	addiction, age restriction, appropriate, assertive, being responsible, bullying, characteristics, choices, community, controlling, data, data protection, devices, fake online hoaxes, gambling / betting, grooming, harassed, hobbies, interests, location settings, lonely, loot boxes, mental health, offline, online, personal information, personal qualities, physical health, privacy, reliable, reporting, responsibility, responsibilities, rights, risk, risky, safe, screen time, self-esteem, self-perception, social, social network, targeting, troll, trustworthy, vulnerable, wellbeing	

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.

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Supporting 'Relationships' Puzzle at home: A Guide for Families

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.

Ages 9-10

Talking Together: suggested questions to support Relationships learning at home		
Self-esteem and identity • What makes you unique as a person? • What are some of your strengths and interests? • How does positive self-talk help build confidence?	**Online communities – benefits and risks** • What are some positive things about being part of an online community? • What signs might show an online space is unsafe? • How can online spaces affect how people feel?	**Online games, rights and responsibilities** • What responsibilities do players have in online games? • How can you behave respectfully when gaming? • Why are age restrictions important?
Screen time, balance and wellbeing • How can you tell when you've spent too long on a device? • How does too much screen time affect your body or mood? • Why is balance important for wellbeing?	**Personal data online, privacy and staying safe** • What types of personal information should stay private? • How can location settings affect safety? • What should you do if someone asks for personal information?	**Being assertive and responsible** • What does it mean to be assertive online? • How can you respond if something makes you uncomfortable? • Who can you report concerns to?
Resources and additional support for Families		
• NSPCC Keeping children safe online – advice on staying safe online, gaming and social media • 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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