



## Jigsaw knowledge and skills progression: Relationships

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the Relationships Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

### Relationships Knowledge Social and Emotional Skills Questions for Family Learning

Y1 Ages 5-6	Knowledge	Social and Emotional Skills	Questions for Family Learning
	<ul style="list-style-type: none"> <li>• Know that everyone's family is different</li> <li>• Know that there are lots of different types of families</li> <li>• Know that families are founded on belonging love and care</li> <li>• Know how to make a friend</li> <li>• Know the characteristics of healthy and safe friends</li> <li>• Know that physical contact can be used as a greeting</li> <li>• Know about the different people in the school community and how they help</li> <li>• Know who to ask for help in the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Can express how it feels to be part of a family and to care for family members</li> <li>• Can say what being a good friend means</li> <li>• Can show skills of friendship</li> <li>• Can identify forms of physical contact they prefer</li> <li>• Can say no when they receive a touch they don't like</li> <li>• Can praise themselves and others</li> <li>• Can recognise some of their personal qualities</li> <li>• Can say why they appreciate a special relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Who is in our family? Do any of your friends have a family that is different?</li> <li>• What does 'being a good friend' mean?</li> <li>• Who are you good friends?</li> <li>• Who do you / don't you hug?</li> <li>• Who can you ask for help at school? (In the class, in the playground, in the hall)</li> <li>• Can we share a Calm Me time together?</li> <li>• Can we share what we both like best about our family, and what we are grateful for?</li> </ul>
<p>Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.</p>			
<p><b>Key Vocabulary</b>  <b>Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.</b></p>			