# 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.

**Ages 3-5**

**Puzzle overview: 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. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.

| Knowledge | Social and emotional skills |
|---|---|
| • I understand what a family is<br>• I know that different people in a family have different responsibilities (jobs)<br>• I understand some of the characteristics of healthy and safe friendships<br>• I understand that friends sometimes fall out<br>• I know some ways to mend a friendship<br>• I understand that unkind words can never be taken back and they can hurt<br>• I know how to use Jigsaw's Calm Me to help when feeling angry<br>• I understand some reasons why others get angry | • I can identify what jobs they do in their family and those carried out by parents/carers and siblings<br>• I can suggest ways to make a friend or help someone who is lonely<br>• I understand there are different ways to mend a friendship<br>• I can recognise what being angry feels like<br>• I know how to use Calm Me when angry or upset |

**Vocabulary**

angry, argue, calm, family, friend, feelings, jobs, lonely, relationships, upset

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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 3-5**

## Talking Together: suggested questions to support Relationships learning at home

### Families and caring relationships

- Who is in your family?
- How do families help and care for each other?
- What do you like doing with your family?

### Making friends

- What makes someone a good friend?
- How can you make a new friend?
- What does being kind to friends look like?

### Looking after friendships

- Do friends always agree?
- What can you do if you fall out with a friend?
- How can you make things better again?

### Kind words and hurt feelings

- How do kind words make people feel?
- How do unkind words make people feel?
- Why is it important to think carefully about the words we use?

### Understanding feelings

- How does your body feel when you are… angry, upset or happy?
- What might make someone feel angry, upset or angry?
- How can you tell when someone else is upset?

### Calm Me and managing feelings

- What helps you feel calm?
- Can you show me how you use Calm Me?
- Who can help you when you have big feelings?

## Resources and additional support for families

- NSPCC - Early Years Resources – guidance and resources for families 'Look, Say, Single and Play'
- BBC Tiny Happy People – resources to support emotional development and communication
- 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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**Ages 5-6**

**Puzzle overview: Relationships**

In this Puzzle, children explore families, friendships and what it means to belong and help others feel included. They learn how to make friends, solve problems and when to seek help or support. Across the six lessons, children practise appropriate ways to greet others, learn who can help them in their school community, and reflect on how to ask for support when they feel upset. They also build confidence by recognising their own qualities and learning how to praise themselves.

| Knowledge | Social and emotional skills |
|---|---|
| • I can identify the members of my family and understand that there are lots of different types of families<br>• I can identify what being a good friend means to me<br>• I know appropriate ways of physical contact to greet my friends and know which ways I prefer<br>• I know who can help me in my school community<br>• I can recognise my qualities as a person and a friend<br>• I can tell you why I appreciate someone who is special to me | • I know how it feels to belong to a family and care about the people who are important to me<br>• I know how to make a new friend<br>• I can recognise which forms of physical contact are acceptable and unacceptable to me<br>• I know when I need help and know how to ask for it<br>• I know ways to praise myself<br>• I can express how I feel about them |

**Vocabulary**

appreciate, belong, celebrate, community, confidence, different, dislike, family, feel, feelings, friendship, friends, greeting, help, helpful, incredible, kind, like, praise, proud, qualities, relationships, same, skills, special, texture, touch

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**Ages 5-6**

| Talking Together: suggested questions to support Relationships learning at home | | |
|---|---|---|
| **Families and belonging**<br>• Who are the important people in your family?<br>• How do families help us feel safe and cared for?<br>• What makes you feel like you belong? | **Friendship and being a good friend**<br>• What does being a good friend mean to you?<br>• How can you help someone feel included?<br>• What can you do if someone is lonely? | **Greeting others and personal boundaries**<br>• Can you tell me some ways we can greet people politely?<br>• What types of touch feel comfortable to you? e.g. holding hands, high five, linking arms, hugs<br>• Why is it important to respect other people's boundaries? |
| **Getting help at school**<br>• Who are the adults at school who help you?<br>• When might you need to ask for help?<br>• Why is it important to tell someone you trust if you feel worried about something? | **Recognising qualities and building confidence**<br>• What are you good at?<br>• How can you praise yourself for trying your best?<br>• How do you feel when someone praises you? | **Appreciating others and expressing feelings**<br>• Who is special to you and why?<br>• How can you show someone you appreciate them?<br>• How do you feel when someone is kind to you? |
| **Resources and additional support for families** | | |
| • BBC Bitesize – resources about relationships including friendships, feelings and belonging<br>• Kidscape Parent Advice – guidance, tips and advice to help children build healthy friendships and manage challenges within friendships<br>• 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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# Jigsaw Knowledge and skills progression: Relationships Ages 3-11

**Ages 6-7**

**Puzzle overview: Relationships**

In this Puzzle, children explore different types of families and learn why cooperation and care are important in relationships. They develop understanding about safe and unsafe physical contact and practise expressing what feels comfortable to them. Across the six lessons, children learn how to manage friendship conflicts, recognise the difference between good and worrying secrets, and identify trusted adults who can help them. They reflect on trust, honesty and appreciation in relationships.

| Knowledge | Social and emotional skills |
|---|---|
| • I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate<br>• I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not<br>• I can identify some of the things that cause conflict with my friends<br>• I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret<br>• I recognise and appreciate people who can help me in my family, my school and my community<br>• I can express my appreciation for the people in my special relationships | • I accept that everyone's family is different and understand that most people value their family<br>• I know which types of physical contact I like and don't like and can talk about this<br>• I can demonstrate how to use the positive problem-solving technique to resolve conflicts<br>• I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this<br>• I understand how it feels to trust someone<br>• I am comfortable accepting appreciation from others |

**Vocabulary**

acceptable, adult, appreciate, celebrate, communication, compliments, conflict, cooperate, different, dislike, diverse, family, frightened, friends, good secret, happy, honesty, hugs, important, like, likes/dislikes, negative, not acceptable, physical contact, point of view, positive, problem solving, relationship, reliability, sad, secret, special, stereotype, surprise, touch, trust, trustworthy, worry secret

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**Ages 6-7**

| Talking Together: suggested questions to support Relationships learning at home | | |
|---|---|---|
| **Families and caring relationships**<br>• Who are the important people in your family?<br>• How do families work together to help each other?<br>• Why is it important to share and cooperate at home? | **Safe and unsafe physical contact**<br>• What types of touch feel comfortable to you?<br>• Why is it important to respect other people's boundaries?<br>• Who can you talk to if something makes you feel uncomfortable? | **Friendship, conflict and problem solving**<br>• What kinds of things can cause disagreements between friends?<br>• How can you solve a problem calmly?<br>• What could you say if you have fallen out with a friend? |
| **Secrets**<br>• What is the difference between a good secret and a worrying secret?<br>• How might you feel if someone asks you to keep a secret that worries you?<br>• Why is it important to always tell a trusted adult about worrying secrets? | **Trust and honesty**<br>• What does it mean to trust someone?<br>• Why is honesty important in relationships?<br>• Who are the people you trust the most and why? | **Trusted adults and getting help**<br>• When might you need to ask for help?<br>• How can you ask for support if you feel worried or frightened about something?<br>• Why is it important to speak to someone you trust? |
| **Resources and additional support for families** | | |
| • NSPCC – advice for families on boundaries, secrets, safety and relationships<br>• Kidscape Parent Advice – guidance, tips and advice to help children build healthy friendships and manage challenges within friendships<br>• 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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# Jigsaw Knowledge and skills progression: Relationships Ages 3-11

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**Ages 7-8**

**Puzzle overview: Relationships**

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.

| Knowledge | Social and emotional skills |
|---|---|
| • I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females<br>• I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener<br>• I know and can use some strategies for keeping myself safe online<br>• I understand how people around the world can help and influence my life and that media doesn't always show complete information<br>• I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes<br>• I know how to express my appreciation to my friends and family | • I can describe how taking some responsibility in my family makes me feel<br>• I know how to negotiate in conflict situations to try to find a win-win solution<br>• I know who to ask for help if I am worried or concerned about anything online<br>• I can appreciate different cultures, and question stereotypes I might see in photos or information<br>• I can empathise with children whose lives are different to mine and know who I can talk to when I need help<br>• I enjoy being part of a family and friendship groups |

**Vocabulary**

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

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**Ages 7-8**

| Talking Together: suggested questions to support Relationships learning at home | | |
|---|---|---|
| **Family roles, responsibilities and fairness**<br>• What responsibilities do people have in our family?<br>• How does helping at home make you feel?<br>• Why is it important that jobs in families are shared fairly? | **Friendship skills and solving conflicts**<br>• What makes someone a good friend?<br>• How can you solve disagreements fairly?<br>• How can listening help resolve conflicts? | **Staying safe online (incl. apps and tv)**<br>• What personal information should you keep private online?<br>• What should you do if something online makes you feel worried?<br>• Why are age restrictions important? |
| **Media, influence and thinking critically**<br>• Do you think everything we see online is true? Why or why not?<br>• What are stereotypes and why can they be unfair?<br>• How can we check if information is reliable? | **Global connections, rights and empathy**<br>• How are children around the world similar to you?<br>• How might their lives be different?<br>• What rights do all children share?<br>• Why is it important to understand other cultures? | **Belonging, wellbeing and appreciation**<br>• How does it feel to belong to a group or family?<br>• How can you show appreciation to others?<br>• 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<br>• UK Safer Internet – practical guidance for families on keeping children safe online<br>• 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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# Jigsaw Knowledge and skills progression: Relationships Ages 3-11

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**Ages 8-9**

**Puzzle overview: Relationships**

In this Puzzle, children explore feelings such as jealousy, love and loss, and learn how memories can help us stay connected to people we no longer see. They develop strategies for managing difficult emotions and supporting others through change. Across the six lessons, children practise negotiating, compromising and repairing friendships, and reflect on what makes healthy relationships. They consider early ideas about romantic relationships and learn not to feel pressured.

| Knowledge | Social and emotional skills |
|---|---|
| • I can recognise situations which can cause jealousy in relationships<br>• I can identify someone I love and can express why they are special to me<br>• I can tell you about someone I know that I no longer see<br>• I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends<br>• I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older<br>• I know how to show love and appreciation to the people and animals who are special to me | • I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens<br>• I know how most people feel when they lose someone or something they love<br>• I understand that we can remember people even if we no longer see them<br>• I know how to stand up for myself and how to negotiate and compromise<br>• I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend<br>• I can love and be loved |

**Vocabulary**

anger, appreciation, attraction, betrayal, boyfriend, care, close, comfortable, compromise, conflict, critical thinking, emotions, empathy, envy, friendships, girlfriend, jealousy, lonely / loneliness, loss, love, loyalty, manage, memories, memento, negotiate, negative, personal, positive, pressure, problem-solve, reality, relationship, remember, souvenir, special, support, symbol, trust, vulnerable

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**Ages 8-9**

| Talking Together: suggested questions to support Relationships learning at home | | |
|---|---|---|
| **Jealousy and friendship emotions**<br>• What situations might make someone feel jealous?<br>• How can jealousy affect friendships?<br>• What can you do if you notice jealous feelings? | **Love and appreciation**<br>• What makes someone special to you?<br>• How can you show care and appreciation to others?<br>• How does it feel to give and receive love? | **Loss, memories and staying connected**<br>• How might someone feel when they no longer see someone they care about?<br>• What can help us remember special people?<br>• Why are memories important? |
| **Friendship changes, conflict and repair**<br>• Why do friendships sometimes change?<br>• What can you do if you fall out with a friend?<br>• What does it mean to compromise?<br>• How can negotiation help solve conflicts fairly? | **Standing up to pressure and healthy boundaries**<br>• What does it mean to stand up for yourself?<br>• How can you respond if you feel pressured?<br>• Who can you talk to if you feel uncomfortable? | **Relationships and respect**<br>• What does it mean for a relationship to be important or special?<br>• What makes any relationship healthy and respectful?<br>• Why is it important to respect other people's choices? |
| **Resources and additional support for Families** | | |
| • NSPCC – advice for families on boundaries, secrets, safety and relationships<br>• Child Bereavement UK – support and advice about helping children cope with loss<br>• 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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# 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<br>• I understand that belonging to an online community can have positive and negative consequences<br>• I understand there are rights and responsibilities in an online community or social network<br>• I know there are rights and responsibilities when playing an online game<br>• I can recognise when I am spending too much time using devices (screen time)<br>• I can explain how to stay safe when using technology to communicate with my friends<br>• I understand I have rights about my personal data | • I know to keep building my own self-esteem<br>• I can recognise when an online community feels unsafe or uncomfortable<br>• I can recognise when an online community is helpful or unhelpful to me<br>• I can recognise when an online game is becoming unhelpful or unsafe<br>• I can identify things I can do to reduce screen time, so my health isn't affected<br>• 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

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**Ages 9-10**

| Talking Together: suggested questions to support Relationships learning at home | | |
|---|---|---|
| **Self-esteem and identity**<br>• What makes you unique as a person?<br>• What are some of your strengths and interests?<br>• How does positive self-talk help build confidence? | **Online communities – benefits and risks**<br>• What are some positive things about being part of an online community?<br>• What signs might show an online space is unsafe?<br>• How can online spaces affect how people feel? | **Online games, rights and responsibilities**<br>• What responsibilities do players have in online games?<br>• How can you behave respectfully when gaming?<br>• Why are age restrictions important? |
| **Screen time, balance and wellbeing**<br>• How can you tell when you've spent too long on a device?<br>• How does too much screen time affect your body or mood?<br>• Why is balance important for wellbeing? | **Personal data online, privacy and staying safe**<br>• What types of personal information should stay private?<br>• How can location settings affect safety?<br>• What should you do if someone asks for personal information? | **Being assertive and responsible**<br>• What does it mean to be assertive online?<br>• How can you respond if something makes you uncomfortable?<br>• 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<br>• UK Safer Internet – practical guidance for families on keeping children safe online<br>• 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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# Jigsaw Knowledge and skills progression: Relationships Ages 3-11

**Ages 10-11**

| Puzzle overview: Relationships | |
|---|---|
| In this Puzzle, children explore mental health, learning how to recognise stress, anxiety and early warning signs, and how to seek support for themselves and others. They examine love and loss, understanding grief and developing strategies for managing strong emotions. Across the six lessons, children learn about power and control in relationships, practise assertive responses, and explore how to stay safe online, including judging what is real or fake and resisting pressure. | |
| **Knowledge** | **Social and emotional skills** |
| • I know that it is important to take care of my mental health<br>• I know how to take care of my mental health<br>• I understand there are different stages of grief and that there are different types of loss that cause people to grieve<br>• I can recognise when people are trying to gain power or control<br>• I can judge whether something online is safe and helpful to me<br>• I can use technology positively and safely to communicate with my friends and family | • I can understand that people can get problems with their mental health and that it is nothing to be ashamed of<br>• I can help myself and others when worried about a mental health problem<br>• I can recognise when I am feeling those emotions and have strategies to manage them<br>• I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control<br>• I can resist pressure to do something online that might hurt myself or others<br>• I can take responsibility for my own safety and well-being |
| **Vocabulary** | |
| age restrictions, AI (artificial intelligence), anxiety, ashamed, assertive, authority, bullying, communication, consent, control, courtesy, digital rights, early warning signs, emotions, feelings, grief, influences, isolation, loneliness, mental health, personal data, power, pressure, privacy, real / fake, respect, risks, safety, self-care, self-control, signs, stigma, strategies, stress, support, targeting, technology, true / untrue, warning | |

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

**Ages 10-11**

| Talking Together: suggested questions to support Relationships learning at home | | |
|---|---|---|
| **Mental health, self-care and wellbeing**<br>• What things help you look after your mental wellbeing?<br>• Why is it important to talk about mental health openly?<br>• Who can you talk to if you feel worried or low? | **Stress, anxiety and early warning signs**<br>• What does stress or anxiety feel like in your body?<br>• What early warning signs can help you notice when you need support?<br>• What strategies help you feel calmer? | **Grief, loss and managing emotions**<br>• What does loss mean, and how might people feel when they experience it?<br>• Why do people grieve in different ways?<br>• What can help someone cope with grief? |
| **Power, control and assertiveness**<br>• Why might someone try to control or pressure you?<br>• How can you stand up for yourself respectfully?<br>• Who can help if you feel unsafe or uncomfortable? | **Online safety and digital responsibility**<br>• How can you tell if something online is real or fake?<br>• What should you do if you see something upsetting online?<br>• What tips do you know to help you use technology safely and positively? | **Support, responsibility and seeking help**<br>• Why is it important to ask for help when you need it?<br>• Who are trusted adults you can talk to?<br>• What does taking responsibility for your wellbeing mean? |
| **Resources and additional support for Families** | | |
| • YoungMinds – support for children's mental health and emotional wellbeing<br>• NSPCC – advice for families on safety, relationships, pressure and online risks<br>• NHS Every Mind Matters – advice on managing stress, anxiety and wellbeing<br>• 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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