



Jigsaw knowledge and skills progression: Relationships Ages 3-11(12)

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	<ul style="list-style-type: none"> • Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendship • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry 	<ul style="list-style-type: none"> • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset 	<ul style="list-style-type: none"> • Who is in your family? • What jobs do mummy / daddy do around the house? • Who are your friends? How do they make you feel? • What do you do if your friend makes you upset? • Can you tell me about a time when you felt angry – what happened to stop you from feeling angry? • How does Jigsaw Jenie or Jigsaw Jerrie Cat help you stay calm?
<p>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 learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p>			
<p>Key vocabulary that may be introduced Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.</p>			



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Ages 5-6	<ul style="list-style-type: none"> • Know that everyone's family is different • Know that there are lots of different types of families • Know that families are founded on belonging, love and care • Know how to make a friend • Know the characteristics of healthy and safe friends • Know that physical contact can be used as a greeting • Know about the different people in the school community and how they help • Know who to ask for help in the school community 	<ul style="list-style-type: none"> • Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can show skills of friendship • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a special relationship 	<ul style="list-style-type: none"> • Who is in our family? Do any of your friends have a family that is different? • What does 'being a good friend' mean? • Who are you good friends? • Who do you / don't you hug? • Who can you ask for help at school? (In the class, in the playground, in the hall) • Can we share a Calm Me time together? • Can we share what we both like best about our family, and what we are grateful for?
<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>Key vocabulary that may be introduced 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.</p>			



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RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	<ul style="list-style-type: none"> • Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know that there are lots of forms of physical contact within a family • Know how to stay stop if someone is hurting them • Know some reasons why friends have conflicts • Know that friendships have ups and downs and sometimes change with time • Know how to use the Mending Friendships or Solve-it-together problem-solving methods • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is 	<ul style="list-style-type: none"> • Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict • Can identify the negative feelings associated with keeping a worry secret • Can identify the feelings associated with trust • Can identify who they trust in their own relationships • Can give and receive compliments • Can say who they would go to for help if they were worried or scared 	<ul style="list-style-type: none"> • What's the same / different from our family to your friend's family? • What would you do if someone was hurting you at school? • Who would you go to for help at school? • Why do people fall out with each other? • What can you do if you don't agree with your friend? • What can you do if you and your friend have had an argument? • Can we share what we are grateful for in our family? • How does Jigsaw Jo help in your Jigsaw lessons? • Can you explain to me what 'Mending Friendships' is about?
<p>Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.</p>			
<p>Key vocabulary that may be introduced</p> <p>Similarities, Differences, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Surprise, Good secret, Worry secret, Telling, Adult, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments.</p>			