



## Jigsaw knowledge and skills progression: Relationships - Ages 6-7

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.

| RL   | Knowledge  | Social and Emotional Skills  | Questions for Family Learning  |
|--|--|--|--|
| <b>Ages 6-7</b>  | <ul style="list-style-type: none"> <li>Know that everyone's family is different</li> <li>Know that families function well when there is trust, respect, care, love and co-operation</li> <li>Know that there are lots of forms of physical contact within a family</li> <li>Know how to stay stop if someone is hurting them</li> <li>Know some reasons why friends have conflicts</li> <li>Know that friendships have ups and downs and sometimes change with time</li> <li>Know how to use the Mending Friendships or Solve-it-together problem-solving methods</li> <li>Know there are good secrets and worry secrets and why it is important to share worry secrets</li> <li>Know what trust is</li> </ul> | <ul style="list-style-type: none"> <li>Can identify the different roles and responsibilities in their family</li> <li>Can recognise the value that families can bring</li> <li>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> <li>Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</li> <li>Can identify the negative feelings associated with keeping a worry secret</li> <li>Can identify the feelings associated with trust</li> <li>Can identify who they trust in their own relationships</li> <li>Can give and receive compliments</li> <li>Can say who they would go to for help if they were worried or scared</li> </ul> | <ul style="list-style-type: none"> <li>What's the same / different from our family to your friend's family?</li> <li>What would you do if someone was hurting you at school?</li> <li>Who would you go to for help at school?</li> <li>Why do people fall out with each other?</li> <li>What can you do if you don't agree with your friend?</li> <li>What can you do if you and your friend have had an argument?</li> <li>Can we share what we are grateful for in our family?</li> <li>How does Jigsaw Jo help in your Jigsaw lessons?</li> <li>Can you explain to me what 'Mending Friendships' is about?</li> </ul> |
| <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><b>Key Vocabulary</b></p> <p>Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.</p>  |  |  |  |