



Jigsaw knowledge and skills progression: Relationships - Ages 7-8

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 |
|-----------------|---|---|--|
| Ages 7-8 | <ul style="list-style-type: none"> Know that different family members carry out different roles or have different responsibilities within the family Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc Know some of the skills of friendship, e.g. taking turns, being a good listener Know some strategies for keeping themselves safe online Know how some of the actions and work of people around the world help and influence my life Know that they and all children have rights (UNCRC) Know the lives of children around the world can be different from their own | <ul style="list-style-type: none"> Can identify the responsibilities they have within their family Can use Solve-it-together in a conflict scenario and find a win-win outcome Know how to access help if they are concerned about anything on social media or the internet Can empathise with people from other countries who may not have a fair job/ less fortunate Understand that they are connected to the global community in many different ways Can identify similarities in children's rights around the world Can identify their own wants and needs and how these may be similar or different from other children in school and the global community | <ul style="list-style-type: none"> What jobs do I / mummy / daddy do around the house? What makes a good friend? Can you tell me about a time when you were really good at sharing / taking turns / listening? How can you stay safe online? What should our rules be? What would you do if you saw or heard something online that made you feel worried? What rights do children have? How could we use the Solve-it-together technique at home? |
| | <p>In this Puzzle children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and cooperation. Children are reminded about the solve-it-together technique for negotiating conflict situations and the concept of a win-win outcome is introduced.</p> <p>Online relationships through gaming and Apps is explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.</p> | | |
| | <p>Key Vocabulary</p> <p>Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.</p> | | |