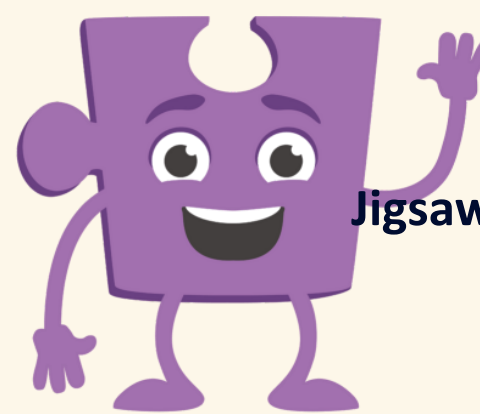
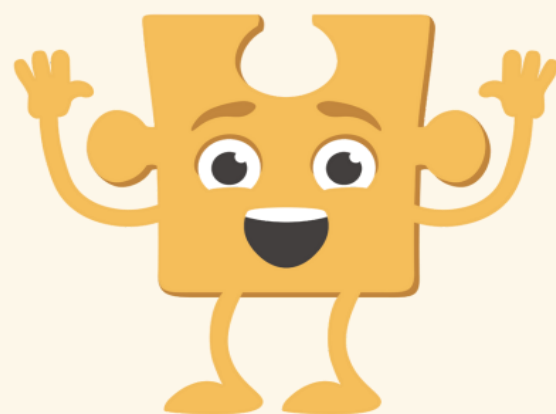




Jigsaw PSHE 3-11

Knowledge and Skills

Progression Map



Jigsaw PSHE 3-11



Skills and Knowledge Progression Map

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 all six Puzzles (units of work) including the key vocabulary used in each year group; explicit links to the [DfE statutory Relationships and Health Education outcomes 2026](#) have been made in each Puzzle.

INTENT: Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation. These opportunities for spiritual, moral, social and cultural (SMSC) development and emotional literacy are integral to children's understanding of themselves and others and to increasing their capacity to learn.

IMPLEMENTATION: Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Every lesson offers opportunities for SMSC development, clearly mapped and balanced across each year group, alongside structured opportunities to practise and enhance the five skills associated with emotional literacy: self-awareness, social skills, empathy, motivation and managing feelings. We encourage schools to adapt the materials to make them suitable to the needs of the children in their class.

IMPACT: This can be established through assessment identified in the key learning. This can include pupil voice, informal assessment, reviewing behaviour records and attendance.

This progression map illustrates how knowledge, skills and vocabulary develop across the programme from Early Years through to Year 6, showing how learning is revisited and extended year on year. The document is fully editable so that schools can adapt it to reflect how they tailor Jigsaw PSHE for their own school community. The evidence sources and enrichment ideas included for each Puzzle are examples rather than an exhaustive list, and schools may wish to add their own, or get in touch with us for further sources of research and data.

Similarly, the statutory RSHE links provided for each Puzzle indicate the strongest connections but do not represent a complete mapping. For the full mapping of Jigsaw PSHE to each of the [DfE's RSHE July 2025](#) statutory statements, which we have abbreviated for space in this document, please refer to the [RSHE Mapping Documents](#) available in the Community Area on the Jigsaw portal.

Relationships Puzzle – Summer 1

About this Puzzle

Relationships is where RSHE Relationships Education is most fully expressed. Children explore the full range of relationships in their lives; families, friendships, communities and, as they grow, early ideas about romantic relationships, learning what makes these healthy, safe and respectful. They develop skills to negotiate, compromise, manage conflict and repair friendships, while learning to recognise when a relationship is making them unhappy or unsafe, and where to get help. Digital literacy and online safety become increasingly prominent, covering screen time, social media, online friendships, data privacy, recognising harmful or AI-generated content, and knowing how to respond when something online feels worrying. This Puzzle also addresses love, loss and bereavement.

Key evidence

- **Ofcom Children's Media Use & Attitudes (2025)** — 96% of 6-7 yrs olds going online by ages 6-7yrs; 42% of 8 – 9 year olds own a mobile phone; many use social media despite age restrictions.
- **2024 Teaching Relationships to prevent Sexual Abuse** draws together guidance to show that good RSE is best as part of a wider programme of PSHE.
- **Young People's RSE Poll (2025)** — Young people tell us they want RSE to start sooner. The SEF Young People's RSE Poll 2025 found that 65% of 16–17 year olds had learnt nothing or not enough about skills for ending relationships or friendships, and 11% had no helpful source of information at all about managing their feelings.
- **Ofsted's review of sexual harassment and abuse in schools** found evidence that the sharing of inappropriate images and videos is an issue in primary as well as secondary schools, calling for a carefully sequenced RSHE curriculum in response.

Wider curriculum and enrichment

- Links to **citizenship** through exploring communities, family diversity and challenging stereotypes
- Invite **families** in during this term for parent/carers events — an opportunity to demonstrate how the school community is made up of many different loving families

Jigsaw+ and further resources

- Additional content on **changing relationships** for upper KS2 in [Keeping Healthy and Safe](#)
- Additional **digital literacy** lessons in Jigsaw+
- **Critical Thinking** lesson plans from the Open Minds Foundation in the Citizenship area
- Puzzle-specific **weekly assemblies** available in Whole School Resources

Statutory mapping

The most closely linked statutory expectations are summarised below, but for more thorough mapping and the full wording of every standard, go to the [RSHE Mapping Document in the Community Area](#).

The most closely linked statutory expectations are summarised below, but for more thorough mapping and the full wording of every standard, go to the new mapping document in the community area .							
Strongest RSHE 2025 Relationships contributions	FPCM 1 – Importance of loving, stable families for security, stability and love. FPCM 2 – Characteristics of healthy family life; families may look different. FPCM 3 – Others' families should be respected. FPCM 4 – People who are not part of family who support children (trusted adults).		FPCM 5 – Importance of stable, caring relationships in people's lives (marriage, civil partnership). FPCM 6 – How to recognise if family relationships are making them unhappy or unsafe, and how to seek help. CF 1–7 – All caring friendships requirements: characteristics, inclusivity, feeling lonely is normal, healthy friendships are welcoming, ups and downs, resolving disputes, recognising unhappy friendships. RKR 1–11 – Full range of respectful kind relationships requirements.		OSA 1 – Same principles apply online as face-to-face. OSA 2 – Rules and principles for keeping safe online OSA 3 – Minimum age for social media (currently 13). OSA 4 – Importance of caution about sharing information online; privacy and location settings. OSA 5 – How information and data is shared and used online. OSA 6 – Internet contains inappropriate content; where to go for advice. BS 1–7 – Full range of being safe requirements.		
Strongest RSHE 2025 Health contributions	GW 3 – Range of emotions. GW 6 – Isolation and loneliness. GW 8 – Change, loss and bereavement can affect wellbeing. GW 9 – Where and how to seek support WO 1 – Strategies for managing screen time and recognising signs of too much.		WO 2 – What age restrictions/ratings mean; minimum age for social media. WO 3 – Risks from people online who use technology to bully, manipulate, groom or abuse. WO 4 – How to recognise harmful content including AI-generated content. WO 5 – Difference between real and online-only friendships. WO 6 – How to critically consider online friendships and sources of information.		WO 7 – How to report concerns about content or contact online. WO 8 – Impact of spending too much time online on mental health and wellbeing. WO 9 – Why social media and messaging are not suitable for all ages. WO 10 – How online content can be targeted at users and designed to attract attention. WO 11 – How to respond if online experience is worrying. PHF 4 – How to seek from adults if concerned about their health		
Puzzle Overview Relationships	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children are introduced to the key relationships	In this Puzzle, children explore families, friendships	In this Puzzle, children explore different types of families and	In this Puzzle, children explore family roles and	In this Puzzle, children explore feelings such as	In this Puzzle, children build a strong sense of self by reflecting	In this Puzzle, children explore mental health, learning how to

	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.	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 Pieces, 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. By the end of the Puzzle, children celebrate people who are special to them, creating a Relationship Fiesta, contributing their balloons and labels from Piece 6	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 Pieces, 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. By the end of the Puzzle, children celebrate special people in their lives by sharing their compliment bunting to the a Relationship Fiesta Puzzle Outcome.	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 Pieces, children explore global connections, rights and wellbeing, developing empathy for people in different cultures and understanding how the world is interconnected. By the end of the Puzzle, children celebrate their web of relationships by creating Appreciation Streamers, recognising the importance of respect, kindness and belonging in family and friendship groups.	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 Pieces, 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. By the end of the Puzzle, children celebrate relationships with people and animals through a Memory Box outcome, recognising care, appreciation and connection.	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 Pieces, children learn how to stay safe when using digital technology for uses such as gaming and the internet. They learn how to 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. By the end of the Puzzle, children create an Internet Safety poster, showing how to stay happy, safe and respectful when using technology in relationships.	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 Pieces, 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. By the end of the Puzzle, children create an Internet Safety presentation, showing how to use technology responsibly while protecting wellbeing, privacy and relationships.
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Taught knowledge	Knowledge • 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 friendships • 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	Knowledge • I can identify the members of my family and understand that there are lots of different types of families • I can identify what being a good friend means to me • I know appropriate ways of physical contact to greet my friends and know which ways I prefer • I know who can help me in my school community • I can recognise my qualities as a person and a friend • I can tell you why I appreciate someone who is special to me	Knowledge • 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 • 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 • I can identify some of the things that cause conflict with my friends • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • I recognise and appreciate people who can help me in my family, my school and my community • I can express my appreciation for the people in my special relationships	Knowledge • I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener • I know and can use some strategies for keeping myself safe online • I understand how people around the world help and influence my life and that media doesn't always show complete information • I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes • I know how to express my appreciation to my friends and family	Knowledge • I can recognise situations which can cause jealousy in relationships • I can identify someone I love and can express why they are special to me • I can tell you about someone I know that I no longer see • I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends • I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older • I know how to show love and appreciation to the people and animals who are special to me	Knowledge • I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • I understand that belonging to an online community can have positive and negative consequences • I understand there are rights and responsibilities in an online community or social network • I know there are rights and responsibilities when playing an online game • I can recognise when I am spending too much time using devices (screen time) • I can explain how to stay safe when using technology to communicate with my friends • I understand I have rights about my personal data	Knowledge • I know that it is important to take care of my mental health • I know how to take care of my mental health • I understand there are different stages of grief and that there are different types of loss that cause people to grieve • I can recognise when people are trying to gain power or control • I can judge whether something online is safe and helpful to me • I can use technology positively and safely to communicate with my friends and family
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Social and Emotional skills	Social and Emotional Skills						
	Social and Emotional Skills						
	- 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	- I know how it feels to belong to a family and care about the people who are important to me - I know how to make a new friend - I can recognise which forms of physical contact are acceptable and unacceptable to me - I know when I need help and know how to ask for it - I know ways to praise myself - I can express how I feel about them	- I accept that everyone's family is different and understand that most people value their family - I know which types of physical contact I like and don't like and can talk about this - I can demonstrate how to use the positive problem-solving technique to resolve conflicts - 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 - I understand how it feels to trust someone - I am comfortable accepting appreciation from others	- I can describe how taking some responsibility in my family makes me feel - I know how to negotiate in conflict situations to try to find a win-win solution - I know who to ask for help if I am worried or concerned about anything online - I can appreciate different cultures, and question stereotypes I might see in photos or information - I can empathise with children whose lives are different to mine and know who I can talk to when I need help - I enjoy being part of a family and friendship groups	- I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens - I know how most people feel when they lose someone or something they love - I understand that we can remember people even if we no longer see them - I know how to stand up for myself and how to negotiate and compromise - I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend - I can love and be loved	- I know to keep building my own self-esteem - I can recognise when an online community feels unsafe or uncomfortable - I can recognise when an online community is helpful or unhelpful to me - I can recognise when an online game is becoming unhelpful or unsafe - I can identify things I can do to reduce screen time, so my health isn't affected - I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable	- I can understand that people can get problems with their mental health and that it is nothing to be ashamed of - I can help myself and others when worried about a mental health problem - I can recognise when I am feeling those emotions and have strategies to manage them - I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control - I can resist pressure to do something online that might hurt myself or others - I can take responsibility for my own safety and well-being

Vocabulary							
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2
Puzzle vocabulary	angry argue calm family feelings friends jobs lonely relationships upset	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	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	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	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	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	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

				trusted adult trust united nations unisex wants wellbeing win-win		trustworthy vulnerable wellbeing	
Emotional Literacy	We have a section to support Emotional Literacy with a whole-school progression document which includes words which have been carefully chosen to help pupils explore the topics within each Puzzle, whilst also equipping them with language that matters for their relationships and understanding of the world around them. By using this vocabulary consistently, teachers will be actively supporting children's emotional literacy, giving them the words they need to understand and express how they feel.						