

Jigsaw the Mindful Approach to PSHE
Curriculum Content and Progression of Knowledge and Skills for Puzzle 5: Relationships

Year Group	Lesson	Knowledge	Skills
R	Piece 1 My Family and Me!	To identify some of the jobs they do in their family and know that they belong to their family.	To know what belonging to a family feels like.
R	Piece 2 Make Friends, Make Friends, Never Ever Break Friends (1)	To know how to make friends to stop themselves from feeling lonely.	To use simple strategies to make friends.
R	Piece 3 Make Friends, Make Friends, Never Ever Break Friends (2)	To know how they can stay friends.	To think of ways to solve problems and stay friends.
R	Piece 4 Falling out and Bullying (1)	To begin to understand the impact of unkind words.	To use kind words.
R	Piece 5 Falling out and Bullying (2)	To understand why they need to manage their feelings.	To use 'Calm Me' time to help manage their feelings.
R	Piece 6 Being the Best Friends, we can be	To know how to be a good friend.	To practice strategies on how to be a good friend.

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1	Piece 1 Families	To identify the members of my family. To understand that there are lots of different types of families.	To know how it feels to belong to a family and care about the people who are important to me.
1	Piece 2 Making Friends	To identify what being a good friend means to themselves. To know and discuss friendship qualities.	To know how to make a new friend. To recognise which forms of physical contact are acceptable and unacceptable to them.
1 -Establishing safeguarding awareness about their right to say no and tell a trusted adult.	Piece 3 Greetings	To know appropriate ways of physical contact to greet their friends and know which ways they prefer.	To recognise which forms of physical contact are acceptable and unacceptable to them.
1	Piece 4 People Who Help Us	To know who can help them in their school community. To know that asking for help is a way of taking care of themselves.	To know when they need help and know how to ask for it.
1	Piece 5 Being My Own Best friend	To recognise their qualities as a person and a friend. To know who are their safe adults, that they can talk to if they are feeling down or lonely.	To know ways to praise themselves.
1	Piece 6 My Special Relationships	To acknowledge why they appreciate someone who is special to them.	To express how they feel about someone special to them.

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2 -Enhanced content on recognising unhappiness and disagreements in families as normal, and identifying trusted adults for support	Piece 1 Families	To identify the different members of my family. To understand my relationship with each of them. To know why it is important to share and cooperate.	To accept that everyone's family is different. To understand that most people value their family.
2 -Enhanced content to reflect how violence is never right, responding to adults and proportionate feelings	Piece 2 Keeping Safe – Exploring physical contact	To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.	To know which types of physical contact they like and don't like and talk about this.
2 -Strengthen appropriate feelings and where to go for help	Piece 3 Friends and Conflict	To identify some of the things that cause conflict with their friends.	To demonstrate how to use the positive problem- solving technique to resolve conflicts with my friends.
2 -Draw out assertive and controlling relationships and asking for help -could include scenario with Jigsaw friend	Piece 4 Secrets	To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.	To know how it feels to keep a secret they do not want to keep. To know who to talk to about this.
2 -Strengthened understanding of what trust means and how people we trust can help us with our worries and problems, supporting safeguarding	Piece 5 Trust and Appreciation	To recognise and appreciate people who can help them in their family, school and community. To know who to trust online and when personal information sharing is okay or not okay.	To understand how it feels to trust someone.
2	Piece 6 Celebrating my Special Relationships	To know how to express their appreciation for the people in their special relationships.	To be comfortable in accepting appreciation from others.

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3 -Enhanced content -emphasising that love, care and support in families (and all relationships) can be provided by anyone regardless of sex/gender	Piece 1 Family Roles & Responsibilities	To identify the roles and responsibilities of each member of their family. To know the expectations of males and females in their family.	To reflect on the expectations of males and females in their family. To describe how taking on some responsibility in their family makes them feel.
3 -Enhanced content normalising loneliness -Explicit emphasis on courtesy and manners, both in-person and online -Acknowledgement of online friendship challenges	Piece 2 Friendship	To know some friendship skills e.g. taking turns, being a good listener.	To put into practice some friendship skills. To know how to negotiate in conflict situations to try and find a win-win solution.
3 -Enhanced social media age limits and UK laws protecting children online -Explicit teaching on privacy, location settings, and personal information protection -Strengthened guidance on inappropriate content and where to get help, including Safety STAR	Piece 3 NEW TITLE & FOCUS Global Connections and Thinking Critically	To know some strategies for keeping themselves safe online. To know who to ask for help from if they are worried or concerned about anything online.	To use some strategies for keeping themselves safe online. To ask for help if they are worried or concerned about anything online.
3 -Added media literacy content exploring how we learn about other countries and places through various sources -Introduced critical thinking about photos, information and stereotypes -Reflection on different cultures helps and own	Piece 4 NEW TITLE & FOCUS Rights, Needs and Wellbeing	To understand how people around the world help and influence my life. To know that media doesn't always show complete information.	To appreciate different cultures. To question stereotypes, I might see in photos or information.
3 -Added content on wellbeing and the importance of feeling safe -Normalising feelings of loneliness, worry and sadness -Emphasised talking about feelings as healthy and important	Piece 5 Being a Global Citizen	To understand how my needs and rights are shared by children around the world. To know that everyone experiences difficult feelings sometimes.	To empathise with children whose lives are different to theirs. To know who they can talk to when they need help.

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3 -Added content on courtesy and manners across contexts (face-to-face and online) -Reinforced respecting differences and challenging stereotypes, -Emphasised speaking positively about others as foundation for good relationships	Piece 6 Celebrating My Web of Relationships	To know how to express my appreciation to their friends and family.	To enjoy being part of a family and friendship groups.
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4 -Links between jealousy and conflict in relationships -Signposting to support services for managing difficult feelings -Critical thinking about online and real-life content, helping pupils question curated social media and filtered information	Piece 1 Jealousy	To recognise situations which can cause jealousy in relationships.	To identify the feelings associated with jealousy and suggest strategies to problem-solve when this happens.
4 -Strengthened content about family support during loss -Emphasised that all feelings are temporary and change over time	Piece 2 Love and Loss	To identify someone that they love and express why they are special to them.	To be aware of how many people feel when they lose someone or something they love. (The Grief Cycle)
4 -Strengthened content around loneliness when friendships change or end -Added explicit messaging that there's no shame in feeling lonely or talking about it -More on who to talk to when feeling lonely, reinforcing benefits of seeking support	Piece 3 Memories Memory Box	To understand that they can remember people even if we no longer see them.	To talk about someone, they know that they no longer see.
4	Piece 4 Getting on and Falling Out	To recognise how friendships can change and can bring difficult feelings. To know how to make new friends and how to manage when they fall out with friends.	To know how to stand up for themselves and how to negotiate and compromise.
4 -Encouraging pupils to question media and peer messages about needing a boyfriend/girlfriend	Piece 5 Girlfriends and Boyfriends	To understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when they are older.	To understand that boyfriend/girlfriend relationships are personal and special. To understand that there is no need to feel pressurised into having a boyfriend/girlfriend.

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4 -Strengthened focus on family relationships and their importance	Piece 6 Celebrating my Relationships with People and Animals	To know how to show love and appreciation to people and animals who are special to them.	To express love and receive love.

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5 -Added interests and hobbies as part of identity and friendship building -Strengthened messaging that friendships change and feeling lonely is common -Integrated family alongside friends as key support	Piece 1 Recognising Me	To have an accurate picture of who they are as individual people in terms of their characteristics and personal qualities.	To know how to keep building their own self-esteem.
5 -New content on assertive vs controlling, and kind vs neglecting needs -Strengthened asking for help messaging -Reorganised activity -Included foundation positive masculinity messaging about standing up against unkind behaviour as a strength	Piece 2 Safety with Online Communities -Updated to July 2025 Online Safety Act and age 13 legal restriction for social media, and online bullying.	To understand that they belong to an online community that can have positive and negative consequences.	To recognise when an online community feels unsafe or uncomfortable.
5 -New content on image-sharing risks and loss of control once images are shared online -Integrated location settings safety and risks of sharing location information - Maintained focus on critical thinking about online hoaxes and AI-generated content	Piece 3 Being in an Online Community	To understand that there are rights and responsibilities in an online community or social network.	To recognise when an online community is helpful or unhelpful to me.
5 -Expanded content on addiction and time consumption -Added gambling and monetisation concepts including loot boxes and in-game purchases -Integrated data collection, tracking, and targeting by games -Strengthened personal information protection and data sharing risks	Piece 4 Online Gaming	To know there are rights and responsibilities when playing a game online.	To recognise when an online game is becoming unhelpful or unsafe.

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5 -Strengthened links between physical health signs and emotional wellbeing -Added content on mental health impacts of excessive screen time -Normalised seeking support for mental health difficulties as positive and responsible	Piece 5 My Relationship with Technology: Screen Time	To recognise when they are spending too much time using devices (screen time).	To identify things, they can do to reduce screen time so their health isn't affected.
5 Added: -Rights regarding personal data - privacy, consent, and saying 'no' - immediately how search engines select and rank results, how content is targeted, what 'filter bubbles' are, how to think critically about online information, including applying the Safety STAR framework to online decisions. -Enhanced SMARTT rules.	Piece 6 NEW LOs Using Technology Responsibly	To explain how to stay safe when using technology to communicate with my friends. To understand they have rights about their personal data	To use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable.

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Year Group	Lesson	Knowledge	Skills
6 -Added content on isolation and loneliness as mental health challenges -Early warning signs children can recognise in themselves -Benefits of seeking support	Piece 1 What is Mental Health?	To know that it is important to take care of my mental health.	To understand that people can get problems with their mental health and that it is nothing to be ashamed of.
6 -New scenario addressing changes in self-care, hygiene and basic needs as warning signs -Enhanced strategies to include seeking help for others, not just ourselves -Reinforced that children cannot solve friends' big problems alone - adult support is essential	Piece 2 My Mental Health	To know how to take care of their mental health.	To know ways to help themselves and others when worried about a mental health problem.
6 -Emphasis on seeking early, proportionate support throughout grief process -Enhanced scenario work to consider when and what type of support helps at different grief stages -Reinforcement that seeking support for self and others during loss is important	Piece 3 Love and Loss	To understand that there are different stages of grief. To understand that there are different types of loss that cause people to grieve.	To recognise when they are feeling 'grief' emotions. To know and use some strategies to manage them.
6 -Focus on assertive communication -Sentence stem cards providing children with polite but firm language for standing up for themselves -Emphasis that courtesy and good manners make assertive responses more effective -Seeking adult when situations feel too big or unsafe	Piece 4 Power & Control	To recognise when people are trying to gain power or control.	To demonstrate ways that they could stand up for themselves and their friends in situations where others are trying to gain power or control.
6 -Social media awareness and AI content. -Streamlined SMARRT rules including digital rights and enhanced "Tell" section -Updated Online Safety Act content reflecting current legislation	Piece 5 Being Online: Real or Fake? Safe or Unsafe?	To judge whether something online is safe and helpful for me.	To resist pressure to do something online that might hurt myself or others.

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-Added risks of sharing/circulating inappropriate materials -Enhanced focus on seeking help with online concerns for self and friends			
6 -AI prevalence in daily life Integrated content on how search engines and AI select and target information -Added focus on children's digital rights: personal data, privacy and consent -Enhanced assessment prompts to check understanding of AI influence, information targeting and responsible technology use	Piece 6 Using Technology Responsibly	To use technology positively and safely to communicate with their friends and family.	To take responsibility for my own safety and wellbeing.