



Knowledge Organiser Year 1. Relationships

In this Puzzle, children explore families, friendships 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

Knowledge (<i>substantive</i>)	Social and Emotional skills (<i>disciplinary</i>)	Vocabulary
- 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	- 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	appreciate belong celebrate community confidence different/same dislike/like feel, feelings greeting help, helpful incredible kind praise proud qualities relationships skills special texture touch

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

Weekly Celebration (Find out more)	Pieces and Vocabulary	PSHE learning intention	Social and emotional development learning intention	Resources For every lesson: Jigsaw Jack, <u>Jisaw Charter</u> , Jigsaw Chime, Jerrie Cat, Jigsaw Journals, <u>Next Steps / Reflection Sheet.</u>
• Know how to make friends	1. Families • <i>Family</i> • <i>Belong</i> • <i>Different</i> • <i>Same</i>	I can identify the members of my family and understand that there are lots of different types of families	I know how it feels to belong to a family and care about the people who are important to me	Family game cards <u>Combined Jigsaw Journeys</u>
• Try to solve friendship problems when they occur	2. Making Friends • <i>Friends</i> • <i>Friendship</i> • <i>Qualities</i> • <i>Kind</i>	I can identify what being a good friend means to me	I know how to make a new friend	Music and blanket for 'Hedgehogs' game -or- children's names put into a hat Jigsaw Song: 'RELATIONSHIPS' Sets of 'A Good Friend Should...' cards (one set, for each group)

• Help others to feel part of a group	3. Greetings • <i>Greeting</i> • <i>Touch</i> • <i>Feel</i> • <i>Texture</i> • <i>Like</i> • <i>Dislike</i>	I know appropriate ways of physical contact to greet my friends and know which ways I prefer	I can recognise which forms of physical contact are acceptable and unacceptable to me	‘Feely bags’ containing a variety of textures: e.g. fur, velvet, sandpaper, pebble, Playdoh, water snake toy, stress ball and any other suitable objects
• Show respect in how they treat others	4. People Who Help Us • <i>Help</i> • <i>Helpful</i> • <i>Community</i> • <i>Feelings</i>	I know who can help me in my school community	I know when I need help and know how to ask for it	People cards Scenario cards
• Know how to help themselves and others when they feel upset or hurt	5. Being My Own Best Friend • <i>Confidence</i> • <i>Praise</i> • <i>Qualities</i> • <i>Skills</i> • <i>Incredible</i> • <i>Proud</i>	I can recognise my qualities as a person and a friend	I know ways to praise myself	Bottle weighted with water or sand or children’s names in a hat ‘The Incredible Me’ picture frame template

• Know and show what makes a good relationship	6. Celebrating My Special Relationships • <i>Celebrate</i> • <i>Relationships</i> • <i>Special</i> • <i>Appreciate</i> • <i>Feelings</i> Puzzle Outcome: Balloons Assessment Opportunity	I can tell you why I appreciate someone who is special to me	I can express how I feel about them	Cube nets (1 per child) Certificates
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