



Knowledge Organiser Year 2. Relationships



In this Puzzle, children explore different types of families and 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.

Knowledge (<i>substantive</i>)	Social and Emotional skills (<i>disciplinary</i>)	Vocabulary
- 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	- 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	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
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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 <i>and Vocabulary</i>	PSHE learning intention	Social and emotional development learning intention	Resources <i>For every lesson:</i> <u>Jigsaw Charter</u> Jigsaw Chime Jigsaw Jo Jigsaw Jerrie Cat Jigsaw Journals My Jigsaw Journey <u>Learning/Reflection Sheets</u>
Know how to make friends	1. Families • <i>Family</i> • <i>Different</i> • <i>Diverse</i> • <i>Special</i> • <i>Stereotype</i> • <i>Relationship</i> • <i>Important</i> • <i>Cooperate</i>	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	I accept that everyone's family is different and understand that most people value their family	Mixing bowl and wooden spoon Post-it notes <u>Happy Home recipe sheets</u> <u>Combined Jigsaw Journeys</u>
Try to solve friendship problems when they occur	2. Keeping Safe - exploring physical contact • <i>Touch</i> • <i>Physical contact</i> • <i>Communication</i> • <i>Hugs</i> • <i>Like</i> • <i>Dislike</i> • <i>Acceptable</i> • <i>Not acceptable</i>	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 know which types of physical contact I like and don't like and can talk about this	n/a

Help others to feel part of a group	3. Friends and Conflict <i>Friends</i> <i>Likes/dislikes</i> <i>Conflict</i> <i>Point of view</i> <i>Positive</i> <i>problem solving</i>	I can identify some of the things that cause conflict with my friends	I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends	<u>Mending Friendships resource sheet</u>
Show respect in how they treat others	4. Secrets <i>Secret</i> <i>Surprise</i> <i>Good secret</i> <i>Worry secret</i> <i>Adult</i> <i>Trust</i> <i>Happy/Sad</i> <i>Frightened</i>	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	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	Wrapped gift box <u>Jo's Worries Sheet</u>
Know how to help themselves and others when they feel upset or hurt	5. Trust and Appreciation <i>Trust</i> <i>Trustworthy</i> <i>Honesty</i> <i>Reliability</i>	I recognise and appreciate people who can help me in my family, my school and my community	I understand how it feels to trust someone	Balloon <u>People cards</u> Flip chart paper
Know and show what makes a good relationship	6.Celebrating My Special Relationships <i>Compliments</i> <i>Celebrate</i> <i>Positive</i> <i>Negative</i> <i>Appreciate</i> Puzzle Outcome: Relationship Flag/Bunting Assessment Opportunity	I can express my appreciation for the people in my special relationships	I am comfortable accepting appreciation from others	String Coloured paper cut into triangular flag shapes <u>Certificates</u>