

Jigsaw Assembly Themes for Summer 1 2022 – Relationships

Week	Themes
Week 1	Know how to make friends
Week 2	Try to solve friendship problems when they occur
Week 3	Help others to feel part of a group
Week 4	Show respect in how they treat others
Week 5	Know how to help themselves or others when they feel upset or hurt
Week 6	Know and show what makes a good relationship

Year 3 Relationships

Questions for Family Learning			
Are there some jobs that are more suitable for women? Why? Are there any jobs that only men can do? Are there any jobs that only women can do? Are there any differences in the jobs the boys are expected to do and the girls expected to do? Is this fair? How do you feel about this? What skills do you need to be a good friend? How can you recognise a good friend? What might be a win-win solution? What might help to solve this situation? Who would you go to if you were worried about anything online? How much time do you spend doing things online? Where do you use your computer/laptop/tablet/phone the most? What do you have that comes from a different country? Do you know where your phone, clothes or food come from and who makes them? What are the rights that the United Nations says all children should have? Why are these rights important in everybody's life? How do you show appreciation to people who are special to you?			
Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Know how to make friends	1. Family Roles and Responsibilities	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 describe how taking some responsibility in my family makes me feel
Try to solve friendship problems when they occur	2. Friendship	I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener	I know how to negotiate in conflict situations to try to find a win-win solution
Help others to feel part of a group	3. Keeping Myself Safe Online	I know and can use some strategies for keeping myself safe online	I know who to ask for help if I am worried or concerned about anything online
Show respect in how they treat others	4. Being a Global Citizen 1	I can explain how some of the actions and work of people around the world help and influence my life	I can show an awareness of how this could affect my choices
Know how to help themselves and others when they feel upset or hurt	5. Being a Global Citizen 2	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	I can empathise with children whose lives are different to mine and appreciate what I may learn from them
Know and show what makes a good relationship	6. Celebrating My Web of Relationships Puzzle Outcome: Appreciation Streamers	I know how to express my appreciation to my friends and family	I enjoy being part of a family and friendship groups
Key Vocabulary Men Women Male Female Unisex Role Job Responsibilities Differences Similarities Respect Stereotype Conflict Solution Problem solving Friendship Win-win Safe Unsafe Risky Internet Social media Private Messaging (PM) Gaming Global Communications Transport Interconnected Food journeys Climate Trade Inequality Needs Wants Rights Deprivation United Nations Equality Justice			

Year 4 Relationships

Questions for Family Learning			
Do relationships always stay the same? In what ways can relationships change? What experiences have you had of losing something? What does loss mean? What different kinds of loss can people experience? What feelings might people experience when they lose someone close to them? What kind of objects do we use to help us remember special occasions or experiences? What memories do you want to keep of someone you don't see now? Who is special to you? What colour reminds you of that person/pet? What symbol? What word?			
Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Know how to make friends	1. Jealousy	I can recognise situations which can cause jealousy in relationships	I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens
Try to solve friendship problems when they occur	2. Love and Loss	I can identify someone I love and can express why they are special to me	I know how most people feel when they lose someone or something they love
Help others to feel part of a group	3. Memories Puzzle outcome: Memory Box	I can tell you about someone I know that I no longer see	I understand that we can remember people even if we no longer see them
Show respect in how they treat others	4. Getting on and Falling Out	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I know how to stand up for myself and how to negotiate and compromise
Know how to help themselves and others when they feel upset or hurt	5. Girlfriends and Boyfriends	I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older	I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend
Know and show what makes a good relationship	6. Celebrating My Relationships with People and Animals Assessment Opportunity ★	I know how to show love and appreciation to the people and animals who are special to me	I can love and be loved
Key Vocabulary Relationship Close Jealousy Problem-solve Emotions Positive Negative Loss Strategy Shock Disbelief Numb Denial Anger Guilt Sadness Pain Despair Hopelessness Relief Acceptance Depression Souvenir Memento Memorial Loss Memories Special Remember Friendships Negotiate Compromise Trust Loyalty Anger Betrayal Empathy Boyfriend Girlfriend Attraction Pressure Personal Comfortable			

Year 5 Relationships

Questions for Family Learning			
Who do you admire? What personal qualities does this person have that you admire? What are the positives and negatives about online communities? Are there any discrepancies in these age- limits, or any age-restrictions you think are not appropriate? How much screen time do you have each day? How about other people in your family? What might be the physical consequences (health) of too much screen time? What might be the social consequences? What might be the mental health consequences? How much screen time a day is too much? What concerns would you have about your information being posted onto the internet? Can grooming happen to both boys and girls? What sort of tricks could an online groomer use to win a boy's trust of a girl's trust? How much personal information have you ever put onto the internet?			
Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Know how to make friends	1. Recognising Me	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know how to keep building my own self-esteem
Try to solve friendship problems when they occur	2. Safety with Online Communities	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable
Help others to feel part of a group	3. Being in an Online Community	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me
Show respect in how they treat others	4. Online Gaming	I know there are rights and responsibilities when playing a game online	I can recognise when an online game is becoming unhelpful or unsafe
Know how to help themselves and others when they feel upset or hurt	5. My Relationship with Technology: screen time	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected
Know and show what makes a good relationship	6. Relationships and Technology Assessment Opportunity ★ Puzzle outcome: Internet Safety Poster (staying safe and happy online)	I can explain how to stay safe when using technology to communicate with my friends	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others
Key Vocabulary Characteristics Personal qualities Attributes Self-esteem Responsibility/Being responsible Age-limit Social network Community Online Off line Responsibility Rights Risky Violence Appropriate Grooming Trolled Gambling/ betting Trustworthy Devices Screen time Social Off line Mental health Physical health			

Year 6 Relationships

Questions for Family Learning			
What can we do to help our mental health? What would you suggest if a person starts to feel sad, anxious or worried about something? What does power mean? What does control mean? What gives someone power or control over others? In what ways do you see people around you trying to gain power or control over others? Why might someone want to have power or control over others? Do people always know this is what they are doing? What is the best way to stand up for yourself or for others? What are the right and wrong ways of standing up for yourself or others? Can you do more with technology than your parents/carers? Are you more confident than them with technology? Do they ask you for help sometimes?			
Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Know how to make friends	1. What is Mental Health?	I know that it is important to take care of my mental health	I understand that people can get problems with their mental health and that it is nothing to be ashamed of
Try to solve friendship problems when they occur	2. My Mental Health	I know how to take care of my mental health	I can help myself and others when worried about a mental health problem
Help others to feel part of a group	3. Love and Loss	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve	I can recognise when I am feeling those emotions and have strategies to manage them
Show respect in how they treat others	4. Power and Control	I can recognise when people are trying to gain power or control	I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
Know how to help themselves and others when they feel upset or hurt	5. Being Online: Real or Fake? Safe or Unsafe?	I can judge whether something online is safe and helpful for me	I can resist pressure to do something online that might hurt myself or others
Know and show what makes a good relationship	6. Using Technology Responsibly Puzzle Outcome: Internet Safety Presentation Assessment Opportunity ★	I can use technology positively and safely to communicate with my friends and family	I can take responsibility for my own safety and well-being
Key Vocabulary Mental health Ashamed Stigma Stress Anxiety Support Mental health Worried Signs Warning Self-harm Emotions Feelings Sadness Loss Grief Denial Despair Guilt Shock Hopelessness Anger Acceptance Bereavement Coping strategies Power Control Authority Bullying Script Assertive Strategies Risks Pressure Influences Self-control Real/Fake True/untrue Assertiveness Judgement Communication Technology Cyberbullying Abuse Safety			