

Year 1 PSHE Summer Term 1 – Relationships

Outcome of unit (Jigsaw p28)

- I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me.
- I can also explain how this helps me feel safe and good about myself.
- I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not.
- I can also explain how my behaviour affects others.

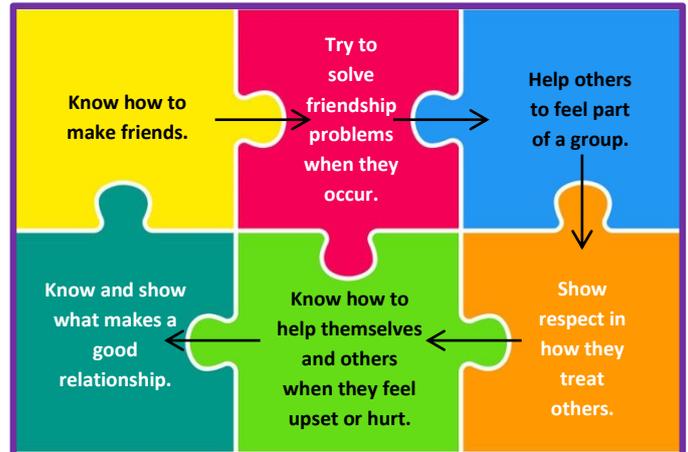


- I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself.
- I can also explain how my qualities help those relationships.
- I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.



- I can name some people who are special to me.
- I can tell you ways they help me stay safe and feel special.
- I can tell you why I like some people and who I might go to for help if I need it.

Puzzle Outcome of Weekly Celebrations (Jigsaw p3)



Knowledge/Learning Objectives

<p>1) Can I identify the members of my family and understand that there are different types of families? R1 R2 R3 R4</p>	<p>I can explain that all families are different and are made up differently. I can tell you what makes a family. I know that people can still be in your family but not live with you. I can say what families mean to me and that they may include my pets. I can say how my family make me feel.</p>
<p>2) Can I explain how to be a good friend and what a good friend means to me? R7 R8 R9 R10 R11 R12</p>	<p>I can explain what I like about my friends in class and other people. I can explain what qualities I like and why. I can explain that a friend is someone who helps us and does things for us. I can give other qualities of friends. I can say what makes a good friend and what I look for in a friend. I can say if I am a good friend and give examples why.</p>
<p>3) Can I explain how to greet my friends appropriately and know which forms of physical contact are acceptable? R14 R19 R25 R26 R27 R28</p>	<p>I know that there are different forms of physical contact. I can say which ones are appropriate and which ones are inappropriate. I can say what I like and what I don't like about different forms of physical touch. I know that it is OK to say "No".</p>
<p>4) Can I explain who I can ask for help in my school community? R11 R16 R19 R25 R28 R32 H4</p>	<p>I can give examples of the people that have helped me today (e.g.: parent, doctor, teacher, friend, bus driver). I know that help can come in many different ways. I know that three are special jobs within the school community that will help me. I know that there are various people I can ask for help.</p>
<p>5) Can I explain how my own qualities make me a good friend? R9 R10 R11 R15 R30 H3 H6</p>	<p>I know that a quality is something that is good. I know that, as a friend, I have many of these and I can say what good qualities I have. I can say what I am good at and what I enjoy doing. I know that praising others makes them and me feel good. I can share how incredible I and others are.</p>
<p>6) Can I explain how I can appreciate someone who is special to me? R12 R13 R16 H2 H6</p>	<p>I can tell you the people who are special to me and why. I know that telling them and doing things for them show this. I know different ways that I can show them they are special. I can tell you how it feels to have someone special.</p>

Subject Specific Vocabulary/Facts

Appreciate	Recognising the full worth of someone or something.
Belong	To be a member of a group, such as a family.
Caring	To show kindness and concern for others.
Celebrate	To be aware of the good things that people do.
Community	Sharing a common vision.
Confidence	To believe you can rely on someone or something.
Different	Not being the same.
Dislike	To not find something or somebody enjoyable or pleasant.
Family	A group of people who are related.
Feelings	An emotion.
Friendship	A relationship between two or more people.
Greeting	A way of saying "Hello".
Helpful	To be useful or give help to others.
Incredible	Something fantastic.
Kind	To be friendly towards others.
Like	To find something or somebody enjoyable or pleasant.
Praise	To approve of or appreciate someone or something.
Proud	Being pleased with our own achievements.
Qualities	Characteristics that someone or something has.
Relationships	How others behave towards each other.
Same	Nothing is different between some people or things.
Self belief	To believe in your own abilities.
Sharing	To give part of something you have to others.
Special	Something, or someone, that is better than normal.
Skills	The ability to do something well.
Texture	How something feels when you touch it.
Touch	To come into contact with someone or something.

Teams---All Staff Team---Files---New Jigsaw Teaching Materials 2020---Year 1---UK-5-6-5-RL.zip

H – Health and Wellbeing (PSHE Association PoS)
R – Relationships (PSHE Association PoS)
L – Living in the Wider World (PSHE Association PoS)

Year 2 PSHE Summer Term 1 – Relationships

Outcome of unit (Jigsaw p28)

- I can justify how and why some things might make me feel comfortable or uncomfortable in relationships.
- I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.

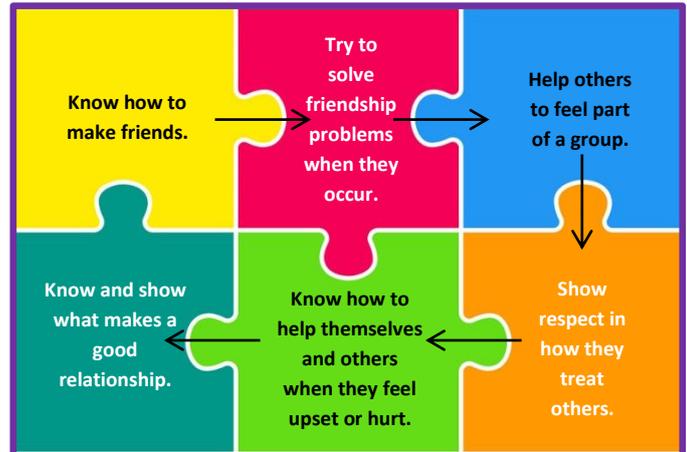


- I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.
- I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.



- When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable.
- I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique.

Puzzle Outcome of Weekly Celebrations (Jigsaw p3)



Knowledge/Learning Objectives

<p>1) Can I identify the members of my family and understand that there are different types of families? R1 R2 R3 R4 R5 R6</p>	<p>I can explain that all families are different and are made up differently. I can tell you what makes a family. I can explain what my family is like and who I have in my family. I can explain how other families are similar and different. I can say what makes a happy family and what makes it special.</p>
<p>2) Can I explain what physical contact is appropriate? R16 R19 R25 R27 R28 R29 R30 R32</p>	<p>I can explain what is meant by physical contact and which kind of contact is appropriate/not appropriate. I can explain the different ways we communicate by touch and how this affects others. I can explain which types of touch I like and dislike. I know when touch is inappropriate and I know how to express my feelings and concerns about this.</p>
<p>3) Can I explain why conflict might happen in a friendship? R7 R9 R10 R12 R16 H15</p>	<p>I can explain that friends can be friends and still like different things, and that this is OK. I can explain that sometimes friends fall out. I can give examples of ways that this conflict can be resolved. I can share and give examples of ways to solve issues and how these might impact upon friendships. I know what words to use to help solve friendship issues.</p>
<p>4) Can I explain when I should keep a secret and when I shouldn't? R6 R16 R19 R20 R22 R26 R31 R32 H2 H3</p>	<p>I can explain the difference between a good and a bad secret and when these should be kept and not kept. I can share when I kept a good secret and how this made me and other people feel. I know that there are bad secrets that I must tell an adult about.</p>
<p>5) Can I explain who helps me in my family, community and school? R11 R12 R13 R16 R31 H2 H3</p>	<p>I can explain what the word 'trust' means and how I can both trust others and be trusted. I can say who I would and would not trust and why. I can say how I feel about trusting others and being trusted.</p>
<p>6) Can I explain how I appreciate the members in my family? R8 H2 H3</p>	<p>I can tell you the people who are special to me and why. I know that it makes people feel good when they receive a compliment. I know how to receive a compliment and respond appropriately.</p>

Subject Specific Vocabulary/Facts

Acceptable	Something that is allowed.
Appreciate	Recognising the full worth of someone or something.
Celebrate	To be aware of the good things that people do.
Communication	Exchanging information.
Compliment	To say something nice about someone.
Conflict	An argument or disagreement.
Cooperate	Working together.
Different	Not being the same.
Family	A group of people who are related.
Frightened	To be afraid or anxious.
Honesty	To be honest or truthful.
Hugs	To hold someone in your arms to comfort them or show them affection.
Important	Something very valuable or significant.
Negative	To have or think about bad characteristics.
Physical contact	To touch someone or something physically.
Point of view	Somebody's attitude or way to think about something.
Positive	To have or think about good characteristics.
Problem solving	To try and find solutions or answers to difficult issues.
Relationships	How others behave towards each other.
Reliability	Being able to be trusted or counted upon.
Secret	Something that is not known or seen by anyone else.
Similarities	To be the same, or almost the same, as something else.
Special	Something, or someone, that is better than normal.
Surprise	Something that is astonishing or unexpected.
Telling	To communicate with someone using words.
Touch	To come into contact with someone or something.
Trust	To believe something or someone is reliable.

Teams---All Staff Team---Files---New Jigsaw Teaching Materials 2020---Year 2---UK-6-7-5-RL.zip

H – Health and Wellbeing (PSHE Association PoS)
R – Relationships (PSHE Association PoS)
L – Living in the Wider World (PSHE Association PoS)

Year 3 PSHE Summer Term 1 – Relationships

Outcome of unit (Jigsaw p28)

- I can explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens.
- I can express a sense of the responsibility we have for each other because of these connections.

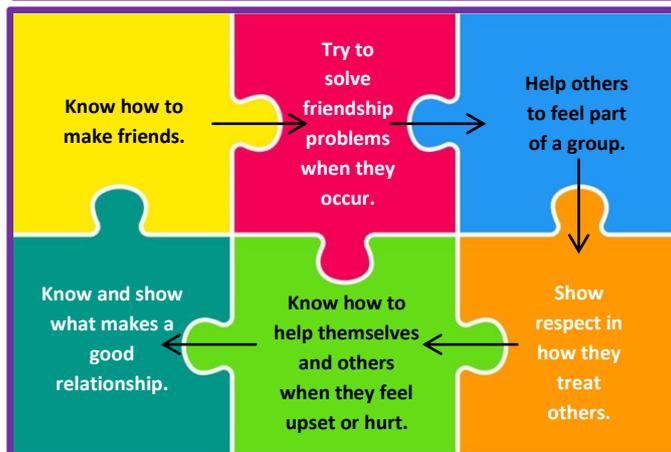


- I can explain how my life is influenced positively by people I know and also by people from other countries.
- I can explain why my choices might affect my family, friendships and people around the world who I don't know.



- I can give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries.
- I can tell you how I depend on other people and how other people depend on me.

Puzzle Outcome of Weekly Celebrations (Jigsaw p3)



Knowledge/Learning Objectives

1) Can I identify the roles of each member of my family and think about the roles of males and females? R1 R2 R3 R4 R18	I know that families are different and are made up in many different ways I know that there are jobs that males and females do. I think that men and women can do the same job and that they should be treated equally. I know that different people have responsibilities within a family. I can think about male and female specific jobs.
2) Can I say what makes a good friendship? R7 R8 R9 R10 R12 R19 H2 H3	I can tell you the skills I need to be a good friend and what I should expect from others. I am able to say what a good friend is. I can say how friends work together to solve problems. I know that sometimes friends will feel different emotions at different times. I can say what skills I have and how I am a good friend.
3) Can I explain how to keep myself safe online and who to speak to when I am worried? R11 R17 R20 R21 R22 R23 R24 R25 R26 R32 H9 H11 H12 H13 H14 H15 H16 H17	I can say what is safe and what is unsafe online. I can tell you where I feel the safest and where I feel the least safe. I can give you examples of safe and unsafe situations and behaviour online and say how these might make me and other people feel. I can explain the dangers I might face in certain online situations or when using apps and gaming platforms and how I can overcome these appropriately. I know who I can go to if I am worried about anything I see online.
4) Can I explain how the work of others around me can influence my life? [Global Citizen #1]	I can locate and say what countries there are in the world. I can explain what they give us and what we give them. I know how this can impact upon our lives. I know that foods and goods come from all over the world and benefit us in many ways. I know that there are people who have different lives to us.
5) Can I explain how my needs and rights are shared around the world? [Global Citizen #2]	I know the difference between a need and a want. I know that this links to the UN Rights of the Child and can say what rights are. I can compare my life to others in different countries. I can say how the UN convention makes sure that children's basic needs are met.
6) Can I show my appreciation to my friends and family? R13 R16	I know that appreciation means being thankful for who and what I have. I know that I can show this in different ways. I can explain who my close and special relationships are. I can tell you who is special to me and why.

Subject Specific Vocabulary/Facts

Climate	The weather conditions in a particular area.
Communication	Exchanging information.
Conflict	An argument or disagreement.
Deprivation	To not have, or not be allowed to have, something.
Differences	Things that are not the same.
Equality	To have equal rights and opportunities.
Family	A group of people who are related.
Female	A girl or woman.
Food journeys	How food reaches us from where it was produced.
Friendship	A relationship between two or more people.
Global	Relating to the whole world.
Inequality	Something that is not equal or not the same.
Interconnected	Having every part of something linked together.
Justice	To be treated correctly or fairly.
Male	A man or boy.
Needs	Something that is very important and necessary.
Private messaging (PM)	A message that can only be read by one person or a group of people chosen by the sender.
Problem solving	To try and find solutions or answers to difficult issues.
Respect	To consider the feelings, wishes or rights of others.
Responsibilities	The requirement to do something correctly.
Rights	Things that we are allowed to have as human beings.
Roles	Behaviours or things we do as parts of a job.
Similarities	Things that are the same, or almost the same.
Social media	Websites and apps used to share information.
Solution	Solving a problem and coming up with an answer.
Stereotype	A common view of something or someone.
Trade	Buying and selling goods.
Transport	To move people or goods from one place to another.
United Nations (UN)	An organisation made up of world countries that works for peace and aims to keep everyone safe.
Unisex	Suitable for male and female people.
Wants	A wish or strong desire for something.

Teams---All Staff Team---Files---New Jigsaw Teaching Materials 2020---Year 3---UK-7-8-5-RL.zip
 PSHE Association PoS: **H** – Health and Wellbeing;
R – Relationships; **L** – Living in the Wider World

Year 4 PSHE Summer Term 1 – Relationships

Outcome of unit (Jigsaw p28)

- I can give reasons why people may experience a range of feelings associated with personal loss.
- I can offer and evaluate solutions to help manage personal loss.

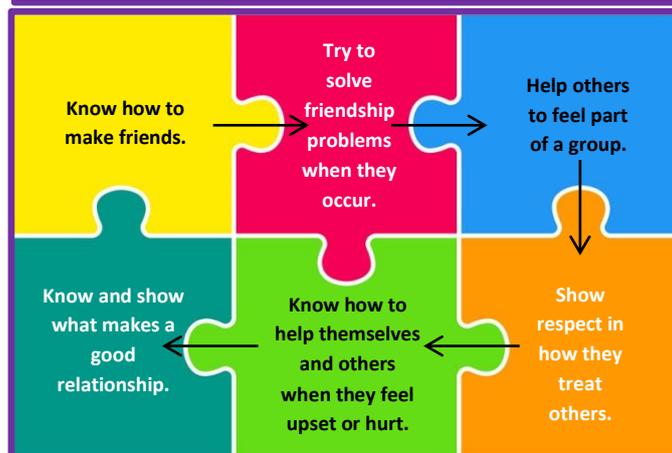


- I can recognise how people are feeling when they miss a special person or animal.
- I can give ways that might help me manage my feelings when missing a special person or animal.



- I can tell you some different ways that I can show love for special people and animals.
- I can tell you how it might feel to miss a special person or animal.

Puzzle Outcome of Weekly Celebrations (Jigsaw p3)



Knowledge/Learning Objectives

1) Can I explain what jealousy is and how to deal with it? R6	I know that jealousy is a common emotion which can be harmful in relationships and lead to other negative feelings like anger and anxiety. I can recognise the types of situation where jealousy might occur and give my own examples. I can think of strategies I can use to manage jealousy and stop it leading to an unhelpful situation.
2) Can I identify someone I love and say why? R6 H2 H3 H7 H9	I can tell you who I love and why I love them. I can explain how I feel when I lose someone/something I love. I can explain what loss means and how it might make me feel. I know that my feelings might change with love and loss. I can say who is special to me and explain why.
3) Can I tell you my memories about someone? H4 H10	I can explain how we still remember and think of people we don't see anymore. I can explain how I remember people by the objects that I might have. I know that there are reasons why I don't see someone anymore (death, parting, moving, etc.). I can say who I don't see any more that I used to and how this makes me feel.
4) Can I explain how to manage my friendships and make new ones? R7 R8 R9 R10 R11 R12 R13 R14 R16 R19 R25 R32 H7	I can explain that friendships have positives and negatives, that they can change or end over time and that this is normal. I can recognise the difference between friendship issues that can be resolved and friendships that need to change or end, and give examples. I can explain the strategies needed in each type of situation, such as how to compromise and negotiate to make a situation better.
5) Can I explain why having a boyfriend or girlfriend is a special type of relationship? R8 R9 R12 R13 R14 R16	I know that having a boyfriend or girlfriend is different to being friends. I know it is a special relationship between two people that will become more important to me as I get older. I know what is appropriate and inappropriate behaviour in such a relationship. I know that I might have different opinions about these types of relationship to others and that this is OK.
6) Can I show appreciation to my family and my pets? R2 R4 R9 R12 R16 R19 R25	I can explain how I show love and appreciation to my family and my pets. I know and can explain how this is reciprocated. I know that it is important to have a special person whom I love and appreciate.

Subject Specific Vocabulary/Facts

Acceptance	Agreeing to receive or do something.
Anger	A strong feeling of being annoyed or displeased.
Appreciation	Recognising the full worth of someone or something.
Attraction	A strong feeling of liking someone or something.
Betrayal	To break someone's trust.
Compromise	To agree to something by making concessions.
Denial	Denying something or saying that it isn't true.
Depression	A strong feeling of misery and unhappiness.
Despair	A complete loss of hope.
Disbelief	Unable to accept that something is true or real.
Emotions	Your feelings about your situation or other people.
Empathy	To be able to understand and share the feelings of others.
Guilt	A feeling of having done something wrong.
Hopelessness	The state of being without hope.
Jealousy	Unhappiness caused by not having what others have.
Loyalty	To strongly support somebody or something.
Memento	Something kept as a reminder of someone.
Memorial	A structure built to remind people of something.
Negotiate	To find a way of moving through a situation.
Numb	Not being able to feel anything.
Pressure	To persuade somebody.
Relief	A feeling of reassurance.
Shock	A sudden and surprising or upsetting experience.
Special	Something, or someone, that is better than normal.
Souvenir	Something kept as a reminder of a place or event.
Strategy	A plan of action used to achieve goals or aims.
Symbol	Something that is used to represent something else.

Teams---All Staff Team---Files---New Jigsaw Teaching Materials 2020---Year 4---UK-8-9-5-RL.zip

H – Health and Wellbeing (PSHE Association PoS)
R – Relationships (PSHE Association PoS)
L – Living in the Wider World (PSHE Association PoS)

Year 5 PSHE Summer Term 1 – Relationships

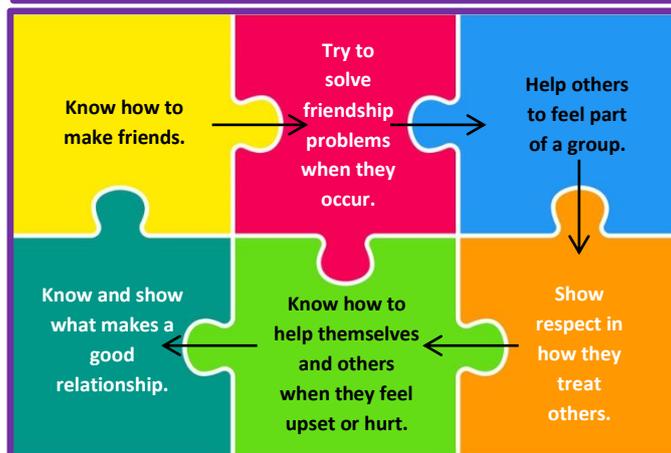
Outcome of unit (Jigsaw p26)

- I can justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this.
- I can appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.

- I can compare different types of friendships and the feelings associated with them.
- I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.
- I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.

- I can tell you about different types of friendship and ways these might change.
- I can also tell you some basic rules about how to stay safe when using technology to communicate with my friends.
- I can tell you why some feelings might lead to someone using technology to harm me or others.

Puzzle Outcome of Weekly Celebrations (Jigsaw p3)



Knowledge/Learning Objectives

1) Can I identify who I am? R13 R15 H2 H3 H4 H7	I know that I have different qualities to my friends and this is what makes me unique. I can say if I am surprised by these and how they make me feel. I can say how I feel about myself and give myself some positive personal qualities. I can say how these make me feel.
2) Can I identify the positives and negatives of belonging to an online community? R11 R12 R13 R14 R16 R17 R20 R21 R22 R23 R24 R25 R26 R29 R31 R32 H8 H9 H10 H11 H12 H13 H14 H15 H16 H17	I can identify situations online that are safe or unsafe, and know who to ask for help if I am unsure. I know what an age-limit is and why they are appropriate based on the responsibilities that are attached to them. I can identify the age-limits of a variety of different situations, in particular situations about sharing information or communicating online or through social media.
3) Can I understand the rights and responsibilities of belonging to an online community? R12 R13 R14 R16 R19 R20 R21 R22 R23 R24 R25 R26 R29 H8 H9 H10 H11 H12 H13 H14 H15 H16 H17	I know that it is normal to want to be part of a community. I can explain what the attractions of joining an online community are. I know that people have a right to be treated respectfully and that they have responsibilities as part of an online community. I can identify any risks posed by being in an online community and what to do if I feel unsafe.
4) Can I understand the rights and responsibilities of online gaming? R12 R13 R14 R19 R20 R21 R22 R23 R24 H11 H12 H13 H14 H15 H16 H17 H28	I know that online gaming is popular in the world today and can identify positive and negative things about it. I can identify when a game becomes unsafe or risky for me and what to do if this happens. I know that games companies cannot always check people are being respectful and responsible online, and that players have to use their common sense and follow the rules to keep each other safe.
5) Can I explain how screen time can impact my health? R12 R13 R14 R20 R21 R22 R23 R24 H5 H11 H12 H13 H14 H15 H16 H17 H28	I know that technology changes quickly and makes us more dependent on devices. I can explain how too much screen time can have a negative effect on my physical and mental health and can give examples. I know that I might have more understanding of this than some adults or family members and can use different strategies to balance my screen time as an example to others.
6) Can I explain how to stay safe when communicating with my friends? R11 R12 R13 R14 R20 R21 R22 R23 R24 H1 H11 H12 H13 H14 H15 H16 H17	I can explain what would happen if I gave information to someone who I did not trust. I can explain how I would feel if my information got posted online. I can be honest and say what information I have posted and what the impact of this might be.

Subject Specific Vocabulary/Facts

Age-limit	An age which something can or cannot be done at.
Appropriate	Something that is suitable or proper.
Attributes	Another word for characteristics [see below].
Characteristics	A particular aspect of something or of someone's personality.
Choices	What we choose to do (between two or more things).
Community	Sharing a common vision.
Devices	Something made or adapted for a particular purpose.
Gambling/betting	Paying to play games to try and win money.
Grooming	Making friends with a child to cause them harm.
Mental health	Wellbeing to do with how someone copes with life.
Off line	Not connected to a computer or the Internet.
Online	Connected to a computer or the Internet.
Personal information	Information about a specific person.
Personal qualities	Characteristics that a specific person has.
Physical health	The state of a person's physical body.
Responsibility	The requirement to do something correctly.
Rights	Things that we are allowed to have as human beings.
Risky	To put someone or something in danger.
Screen time	The time spent using an electronic device.
Self-esteem	A person's confidence in their own abilities.
Social network	A website or app used to communicate or share information with other people.
Trolled	To be abused by someone over the Internet.
Trustworthy	To rely or somebody or something because of its truthfulness and honesty.
Violence	Physical behaviour used to hurt someone or cause damage to something.
Vulnerable	Being exposed to potential harm.

Year 6 PSHE Summer Term 1 – Relationships

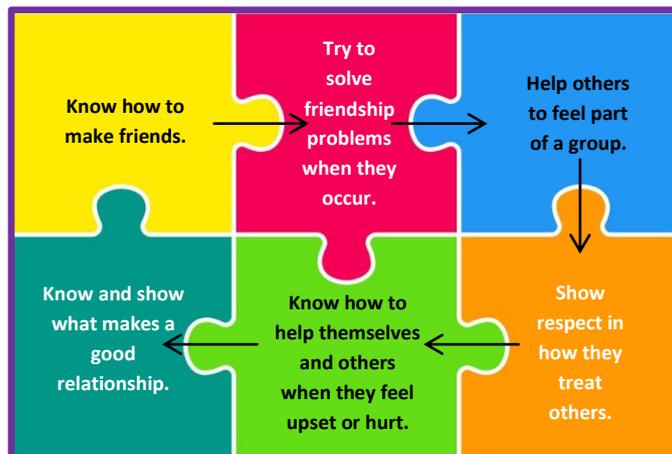
Outcome of unit (Jigsaw p26)

- I can explain why people may experience a range of feelings associated with loss.
- I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online.
- I can consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem.
- I can also appraise the effectiveness of different strategies to help me manage my feelings.

- I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.
- I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.
- I can offer strategies to help me manage these feelings and situations.

- I can say how people might feel if they lose someone special to them.
- I can also give some examples of when people might try to control or gain power over others.
- I can tell you some ways that I can manage my feelings and ways of standing up for myself in real and online situations.

Puzzle Outcome of Weekly Celebrations (Jigsaw p3)



Knowledge/Learning Objectives

1) Can I recognise the importance of looking after my mental health and wellbeing?

R27 R32 H1 H4 H5 H6 H7 H9 H10 H17 H18 H21

I know what mental health is and understand it is different to having a mental health 'problem'. I understand that mental health is connected to having balance and that too many challenges can cause an imbalance. I know that challenges are a normal part of life and not simply indicators of poor mental health and can think of strategies to help recreate balance in a person's mental health.

2) Can I look after my mental health and wellbeing?

R15 R27 R32 H1 H4 H5 H6 H7 H9 H10 H17 H18 H21

I can think of positive connections between me and other people in my life. I remember that challenges are a normal part of life and that life can become imbalanced by certain situations. I can identify clues in mine and others' behaviour that show their mental health is not balanced. I can suggest strategies to restore a balanced state of mental health and break cycles of negativity.

3) Can I understand the different stages of grief?

R32 H2 H3 H4 H7 H9 H10 H17

I know that loss and change is a normal part of life. I can identify situations that are difficult to cope with and know that these can be different for everyone. I know that grief is one of the biggest challenges in life and that it often starts with feelings of loss and change. I can identify different stages of grief and the feelings connected to them. I know that everyone experiences grief differently.

4) Can I recognise when I need to stand up for myself?

R8 R9 R10 R13 R17 R19 R25 R26 R28 R30 R31 R32 H8 H9 H17

I can explain what control and power means and how this might be shown. I can explain how this can be used over people and the impact it can have on them. I know the different ways of standing up for myself and others and the impact that this will have.

5) Can I keep myself and others safe online?

R11 R13 R20 R21 R22 R23 R24 R25 R26 R28 R32 H11 H12 H13 H14 H15 H16 H17

I know that the Internet is always expanding and cannot be properly policed to keep everyone safe. I know that most people use the Internet safely, but some use it to harm others. I can identify whether something on the Internet is safe because of how true it is and that everyone is responsible for what they do online. I can suggest strategies to deal with negative online pressures and influences.

6) Can I explain how to use technology in a positive way?

R13 R21 R22 R23 R24 R25 R26 R28 R32 H11 H12 H13 H14 H15 H16 H17

I can explain what I know about Internet safety and how to stay safe. I know that technology can be used in a positive and a negative way. I know how to keep others safe and what advice to give.

Subject Specific Vocabulary/Facts

Abuse	To misuse something or to treat someone cruelly.
Acceptance	Agreeing to receive or do something.
Anxiety	The feeling of being worried, anxious or nervous..
Ashamed	To feel embarrassed or guilty about an action.
Assertiveness	The state of being assertive.
Authority	A person or organisation in charge of something.
Bereavement	The death or loss of a loved one.
Bullying	Trying to harm or intimidate another person.
Communication	Exchanging information.
Coping strategies	Strategies to help you do something effectively.
Cyberbullying	Trying to harm or intimidate another person using electronic communication.
Denial	Denying something or saying that it isn't true.
Despair	A complete loss of hope.
Emotions	Your feelings about your situation or other people.
Grief	A strong feeling of sadness caused by loss.
Guilt	A feeling of having done something wrong.
Influences	Things that affect someone or something.
Judgement	The ability to reach a sensible decision.
Mental health	Wellbeing to do with how someone copes with life.
Self-control	A person's ability to control their emotions /actions.
Self-harm	Causing deliberate harm to yourself.
Stigma	Disapproval of someone based on their character.
Strategies	Plans of action used to achieve goals or aims.
Stress	Mental or emotional pressure or tension.
Warning	Advice given to make people cautious.

Teams---All Staff Team---Files---New Jigsaw Teaching Materials 2020---Year 6---UK-10-11-5-RL.zip
 PSHE Association PoS: **H** – Health and Wellbeing;
R – Relationships; **L** – Living in the Wider World