

## The Jigsaw Approach for Years 1-6

How would children benefit if they could be aware of their thoughts and feelings as they happen, in the present moment, on purpose with no judgement?

This is what mindfulness means. It can be learnt, and techniques to develop it taught. It also needs to be practised. We believe mindfulness is a vital tool for life: not only does it support the regulation of emotion and build emotional resilience but also enhances focus and concentration; both helping to optimise learning.

Mindful children can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions.

In Jigsaw PSHE, mindfulness is developed through the 'Calm Me' time in each piece (lesson). This consists of breathing techniques, awareness exercises and visualisations - all tried, tested and very enjoyable activities for children and teachers alike.

Observing your thoughts and feelings, on purpose, in the present moment with no judgement... What a gift!

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

### Weekly Celebrations

The weekly celebration is the same for each year group. These are designed to draw out a key theme from each week and reinforce its application; in turn, this ensures the Jigsaw learning is translated into behaviour and attitudes and is not confined to the lesson slot on the timetable.

The idea is that the Weekly Celebration sheets are copied and displayed in each classroom and communal area. The focus for the following week is introduced in the Friday assembly, for example, 'Next week, we are celebrating people who... *Help others to feel welcome*'.

Through the week, children and adults nominate each other by adding names to the celebration sheets when they see each other using that behaviour. These are collected in and those nominated are recognised/rewarded in the Friday assembly (or class reward time).

### The Six Puzzles

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July:

Autumn 1: Being Me in My World

Autumn 2: Celebrating Difference (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me (including Sex Education)

Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

### SMSC (Spiritual, Moral, Social, Cultural) development

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group. This is easy to see on the Puzzle Map (overview) at the beginning of each Puzzle.

### British values, Prevent and Ofsted

Jigsaw is eager to support schools in seeing how the Jigsaw materials contribute to government agendas. Please see our website for articles and mapping documents supportive of the British Values and Prevent agendas and the Ofsted inspection framework as well as many more useful documents.

[www.jigsawpshe.com](http://www.jigsawpshe.com)



## The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

## The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

## The Jigsaw Circle

Most Puzzles include the use of The Jigsaw Circle in some Pieces. The Jigsaw Circle is a tried and tested teaching approach, popularised most successfully in recent years by Jenny Mosley. It brings children and adults together to feel equal and valued so that they can share ideas, thoughts and feelings. Sitting in a circle either all on chairs or all on the floor means adults and children are sharing the experience and learning together.

If children are not used to the circle approach, it may be necessary to rehearse this with them in small groups before bringing the whole class together. The circle approach is used regularly in Jigsaw. It is important that children understand the circle approach rules so that they feel safe and valued and enjoy these experiences. A structured approach, building up to a full circle time will be introduced gradually. Using the Jigsaw Friend (talking object) is a useful distancing technique and helps children work with potentially sensitive issues without asking them directly.

The Jigsaw Circle Charter is central to the creation of a safe and trusted circle environment.

## Jigsaw Charter - as applied to The Jigsaw Circle

### We take turns to speak

During the Jigsaw Circle, the Jigsaw Friend for that year group is used as the 'talking object,' replicating the Native American 'talking stick.' The Jigsaw Friend must be held when the person, adult or child, wants to speak, and needs to be treated as a special asset and member of the class, preferably only used in Jigsaw and related lessons.

### We use kind and positive words

It is vital that the teacher models the use of positive language and praises children for doing so. Circle work should be a positive and enjoyable experience. Only when this is established can the Jigsaw Circle be used to tackle more difficult and sensitive issues.

### We listen to each other

The Jigsaw Circle and 'Connect us' aspects of Jigsaw teach children the social skills necessary for active listening, for example, eye contact, open body language, and turn taking. These need to be encouraged and praised in circle work.

### We have the right to pass

The Jigsaw Circle necessitates children feeling secure and choosing if and when to speak. They must never feel pressured to do so and thus must know they have the right to pass, that is, not to speak if they don't want to. This approach can raise very personal issues for children and it must always be their choice as to whether they share these in the circle or not.

### We only use names when giving compliments or when being positive

If the Jigsaw Circle is being used to tackle a sensitive issue, like trouble in the playground, no names must be used to describe negative behaviours. It is not appropriate for a child to say, "Jamie pushed me in the playground"; instead, children are encouraged to say, "At playtime, someone pushed me and this really hurt my feelings". Then the whole circle can suggest positive solutions to the problem described.



### **We respect each other's privacy (confidentiality)**

Although, realistically, it is unlikely that complete confidentiality will be observed, it is important that children are taught to respect the privacy of others and to do their best to keep what is said in Jigsaw Pieces (lessons) and Circles confidential. The teacher must emphasise that she cannot promise complete confidentiality as she must report any information relating to safeguarding concerns.

### **Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen.

### **Sex and Relationship Education**

The specific SRE content is taught through the Changing Me Puzzle of learning and provides new resources - picture cards, resource sheets and animations that are used to enhance teaching and learning. The animations of the the female reproductive system and the male reproductive system provide a visual resource to enable children to understand how the body changes and develops in puberty. Whilst the core SRE content is delivered through the Changing Me Puzzle, essential work is done in previous Puzzles to build children's self-esteem, to enhance their own sense of self in regard to their body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves valued, safe and respected. This work underpins the explicit SRE content and is part of the holistic approach to SRE teaching and learning. It is possible that school nurses may be involved in some settings to deliver the some of the specific puberty lessons and it is advised that they are aware of the whole Jigsaw Scheme of Learning and use the Jigsaw resource to ensure consistency of delivery, and to be sure that children receive the core curriculum provision at the appropriate time.

It is also advised that whole school policy is reviewed and updated with parents, carers and governors being consulted on the curriculum content and delivery.

### **Jigsaw Songs**

The specially-composed original songs are introduced in the assemblies and used in the Pieces to reinforce the learning messages of each Puzzle.

Each song has 4 tracks i) choir with backing ii) instrumental iii) choir and backing: different arrangement iv) instrumental

Tracks 1-4 Choices (Being Me in My World)

Tracks 5-8 Playground Blues (Celebrating Difference)

Tracks 9-12 The Colours of Friendship (Celebrating Difference)

Tracks 13-16 Learning to Learn (Dreams and Goals)

Tracks 17-20 Keep Fit, Keep Healthy (Healthy Me)

Tracks 21-24 Learning Together (Relationships)

(The Relationships Puzzle also includes The Colours of Friendship Song Tracks 9-12)

Tracks 25-28 Changing as I Grow (Changing Me)



## The Structure of the Pieces (lessons) in Jigsaw

The creation of Jigsaw is motivated by the genuine belief that if attention is paid to supporting children's personal development in a structured and developmentally appropriate way, this will not only improve their capacity to learn (across the curriculum) but will ultimately improve their life chances. That's why Jigsaw is completely child-focussed. This is reflected in the innovative way that Pieces (lessons) are structured. In designing the Pieces, we imagine that children are asking the teacher to:

- Improve their social skills to better enable collaborative learning (Connect us)
- Prepare them for learning (Calm me)
- Help the brain to focus on specific learning intentions (Open my mind)
- Initiate new learning (Tell me or show me)
- Facilitate learning activities to reinforce the new learning (Let me learn)
- Support them in reflecting on their learning and personal development (Help me reflect)

Using these child-centred headings for the sections of each Piece is not insignificant. It encourages teachers to see their pupils as whole children who want and deserve to learn, an attitude sometimes hard to hold onto amidst the ever-increasing pressures and demands of education and the curriculum.

**Connect us** - Explain the circle charter to children and reinforce it throughout every circle time. The Connect us section is designed to maximise social skills, to engender positive relationships and enhance collaborative learning. Explicit skills will be taught through Jigsaw Pieces (lessons) but maximum benefit will be achieved if these are both modelled and reinforced throughout every school day..

**Calm me** - This section of the Piece aims to still the children's minds, relaxing them and quietening their emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It may well take a considerable number of sessions before children can do this successfully, as many children live in continually noisy and hectic environments. It is an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach advocated in Jigsaw.

**Open my mind** - The Reticular Activating System of the brain filters the many stimuli entering the child's mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each Piece (lesson). If we do this well, it will enable children to filter out activity around them not significant to this learning intention.

**Tell me or show me** - This section of the Piece (lesson) is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

**Let me learn** - Following Piaget's learning model, after receiving new information/concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning.

**Help me reflect** - Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning.

**Closure** - Each Piece, particularly when run as a circle approach, needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children.

## Emotional Literacy Domains

The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every Piece. This is mapped on every Piece and balanced appropriately across each Puzzle and year group.

## Puzzle Outcome/End Product

In each series of 6 Pieces (lessons), learning builds and develops. In each Puzzle, this learning culminates in an end product/outcome, for example, a display, a fashion show, a presentation, a video/film, a concert, or an exhibition. This way, each Piece of learning adds to the process of creating the end product, giving the learning an additional purpose, rather than being an end in itself. Children will know what they are working towards early in the Puzzle, adding motivation to their work.



## **Puzzle Outcomes**

### **Being Me in My World**

Y1-6: Whole School Learning Charter

The whole school Learning Charter, the end product of Puzzle 1 (Being Me in My World), gives the school a process for everyone to be involved in the production or review of the school's positive behaviour policy. The system of 'rewards and consequences' in the Learning Charter is built upon the communal understanding of 'rights and responsibilities', as opposed to a set of rules imposed from on high. (This can also be taken to a global citizenship level by considering the United Nations Convention on the Rights of the Child.) Rights, responsibilities, rewards and consequences are built on the belief that each child has the right and the capacity to make his/her own choices and, in doing so, is aware of, and therefore, accepts the consequences of these. The Learning Charter should, therefore, provide a cohesive structure that empowers children and brings consistency in managing behaviour positively.

Firstly, as you begin to establish your classes and will be doing much of the welcoming, class social bonding and getting to know each other, introducing the new systems, expectations and routines, etc., we want to highlight how you might like to block the teaching of the First Jigsaw Puzzle: Being Me in My World, in the first couple of weeks.

This Puzzle has a strong focus on all the initial class work of getting to know each other, class social bonding, introducing new systems and routines and creating a Learning Charter which usually happens in the first couple of weeks of the new academic year. Therefore we would suggest that you might like to block the teaching of the first Puzzle: Being Me in My World and teach the whole Puzzle during the first couple of weeks at the start of term in order to establish the Learning Charter.

Since the end products necessitate cooperation and collaborative work, this also develops social skills and a sense of pride in its achievement. It also allows the opportunity to showcase Jigsaw work with parents and carers, and brings the whole school together.

### **Celebrating Difference**

Puzzle Outcome: Hall of fame display

Year 1: Gingerbread people display

Year 2: Trophy of celebration

Year 3: Compliment kites

Year 4: Picture frames

Year 5: Culture displays

Year 6: Admiration accolades

### **Dreams and Goals**

Puzzle Outcome: Our Garden of Dreams and Goals

Year 1: Stretchy flowers and dream wellies

Year 2: Dream birds

Year 3: Window box of dream flowers and garden decorations

Year 4: Dream mobiles and garden decorations

Year 5: Dream tree and fundraising event at garden opening and fête

Year 6: Garden totem pole and fundraising event at garden opening and fête

### **Healthy Me**

Puzzle Outcome: The Healthy, Happy Me Recipe Book

Year 1: Keeping clean and healthy

Year 2: The 'Healthy Me' Café - creating healthy snacks/recipes

Year 3: Keeping safe

Year 4: Healthy friendships

Year 5: Recipe cards for having a healthy body image

Year 6: Healthy body, Healthy mind



### **Relationships**

Puzzle Outcome: The Relationship Fiesta

Year 1: Colours of friendship dance

Year 2: Compliment bunting

Year 3: Appreciation streamers and short films of special relationships

Year 4: Fabric collage – ‘Our special relationships’

Year 5: Internet Safety Posters

Year 6: Film clip: How to keep safe on the internet

### **Changing Me:**

Puzzle Outcome: Tree of change display

Year 1: Flowers of change

Year 2: Leaf mobiles

Year 3: Ribbons of change mobiles

Year 4: Circles of change

Year 5: Change cards- becoming a teenager displayed on the tree of change

Year 6: ‘Journey T-Shirts’





## The Jigsaw Journal

In order for children to feel a sense of pride in their work and for the teacher to have evidence of their progress, each child has a Jigsaw Journal. In the Journal we suggest there is a section for each Puzzle (unit) and within each of these children collect:

Pieces of work

Photo's of group activities

'Help Me Reflect' notes/work

'My Jigsaw Learning Record'

Puzzle certificate

And anything else that is meaningful to them as they progress through their Jigsaw Journey.

The Journal is seen as a portfolio of children's work and reflections through each Puzzle, and can be a valuable tool during transition to the next year group or school. Primarily, the Jigsaw Journal is an opportunity for each child to celebrate his learning journey and self-development.

The Jigsaw CD-ROM includes the front cover of the Jigsaw Journal for each year group (Years 1-6) to be downloaded and stuck to the front covers of exercise/scrap books so children can create their own journals. There are several versions of Jigsaw Journal covers on the CD-ROM, those which are exactly the same, full-colour copies of the teacher folder for each year group, and those which are black and white line drawings for children to colour in. We hope you enjoy being creative with this.

You can also download from the CDROM a Journal page template to help create specific pages for the Journal, and a Praise Page on which children can collect Jigsaw stickers and set their own targets and feel proud of their own achievements.

Schools may also choose to create class or year group Jigsaw Journals to showcase or evidence the work and learning through the year.



## Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

## Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can usually be used as evidence in the Jigsaw Journal.

Each Puzzle has a set of three attainment descriptors for each year group:

Working towards

Working at

Working beyond

It is envisaged that, at the beginning of a Puzzle, children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. They stick this into their Jigsaw Journal. After completion of the assessment task, the teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the attainment descriptor he thinks he has achieved. The teacher does the same and facilitates a conversation with the child about his learning progress for that Puzzle. Do they agree? They both complete the evaluation boxes on the child's learning record, focussing on how progress could be made in the next Puzzle.



## Recording and tracking progress

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is an overview sheet for each child: 'My Learning Progress This Year.' This sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle.

## End of Puzzle Certificates

The certificates are designed to praise specific achievements for each child individually. Ideally, they will be presented at the end of the Puzzle after the 'official' assessment has been completed. The certificates can be stuck into the Jigsaw Journal. There is space on them for both the teacher and the child to recognise the achievements with which they are particularly pleased.

## Reporting to Parents/Carers

Each Puzzle's assessment task and attainment descriptors assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors can be used as a starting point when considering what to write on children's reports.

## The Attainment Descriptors

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are not nationally-recognised. There are no national level descriptors for PSHE.

The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time needs to be allocated for this process.

## Jigsaw Friends

The Jigsaw Friends are used in the main as the 'talking object' in circle discussions. The children and staff pass the particular Friend for their class around the circle and when holding the Jigsaw Friend it is your turn to talk or to offer a suggestion, experience or feeling relevant to the discussion. For example, in Being Me in My World Year 1, Piece 2, Jigsaw Jack is introduced to the children as the talking object and as they pass Jigsaw Jack around the circle each person says... 'Hello, my name is... and I like belonging to class...'

The Jigsaw Friends also act as a distancing tool so that children can talk about potentially more sensitive issues without referring directly to themselves. For example, in Being Me in My World, Year 1, Piece 1 the children are guided to offer suggestions for how to help Jigsaw Jack feel safe and special within the class. So, by finding ideas to help Jack, they are actually voicing ideas that can apply to, and help, themselves.

A further example shows how the Friends can be used to talk to, to share their concerns or to ask questions through a post box techniques, e.g. Changing Me, Year 3, Piece 4 the children are asked to write a comment or question to Jigsaw Jino and to post it into Jino's Private Post Box. (Feel free to create a Jigsaw Friend's Private Post Box for each class.) By using the Jigsaw Friend, children can feel more able to express themselves and to share their concerns.

Each Jigsaw Friend has a different name:

Foundation 1 and 2: Jigsaw Jenie

Year 1: Jigsaw Jack

Year 2: Jigsaw Jo

Year 3: Jigsaw Jino

Year 4: Jigsaw Jaz

Year 5: Jigsaw Jez

Year 6: Jigsaw Jem

The Friends are gender non-specific, and it is up to the class to decide on each Friend's persona and characteristics. It is recommended that each class has its own Jigsaw Friend, rather than sharing it across a year group that might include more than one-form entry.





### **Jigsaw Chime – use in Calm Me time**

Using the Jigsaw Chime and the Calm Me exercises is an easy introduction to techniques which help children relax their bodies and calm their minds, reaching an optimum state for learning. The aim is to bring children's awareness/attention to the present moment and in so doing let go of other thoughts that might be scurrying around the mind which distract from focusing on the learning of this lesson.

Please note that the Chime is not a behaviour management tool and must not be used to bring the class to order, but rather to help them to develop the skills of awareness. Children need to develop the ability to be aware of their own thoughts and feelings at any given moment – e.g. I am aware I am feeling anxious about writing this story... how can I help myself manage this feeling so I can write the story?

Calm Me scripts are included in every Piece (lesson) plan for teachers to use throughout the year. The Chime can be used at any time during the school day to help children still their minds and bodies and become ready to learn.

### **Note from Jan Lever**

Jigsaw is the culmination of over 33 years' experience as a teacher, local authority adviser and psychotherapist. It has taken many hundreds of hours to write and much dedication and commitment from all those involved.

Its mission is to support very busy teachers to deliver high quality Personal, Social and Health Education (as well as all the other things Jigsaw aims to bring to children) to the children in their schools; to bring fun and creativity into PSHE whilst ensuring a developmental and progressive curriculum.

At the heart of our motivation for Jigsaw is always making things better for children both now and in their futures.

We invite you to use all your professional creativity to tailor Jigsaw to your children's needs, to enjoy working with it, and to join us in helping children learn well and be healthy and happy, equipped to cope in the world and aware of its beauty and theirs.

You are welcome to offer feedback through the website: [www.jigsawpshe.com](http://www.jigsawpshe.com).

**Jan Lever**