



Jigsaw!™

The mindful approach to PSHE

What do schools have to teach in PSHE Education?

- ▶ According to the latest guidance from the government, via the National Curriculum, every schools needs to have a broad and balanced curriculum that
 - promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
 - prepares pupils at the school for the opportunities, responsibilities and experiences of later life'
 - promotes British values
 - Schools also have statutory responsibilities to promote pupil well-being and pupil safeguarding (Children Act, 2004) and community cohesion (Education Act, 2006). PSHE Education plays an important part in fulfilling all of these responsibilities.

What is Jigsaw?

A **whole school programme**, which comprises

- ▶ A comprehensive and completely original **scheme of work** for primary schools, F1/2 to Year 6
- ▶ PSHE (Personal, Social, and Health Education), emotional literacy, social skills, and spiritual development (SMSC)
- ▶ A detailed **weekly lesson plan** for all year groups, including all teaching resources
- ▶ The Jigsaw Approach, underpinned by **mindfulness**
- ▶ Assemblies, Jigsaw Friends, Jigsaw Chimes, original music and songs, assessment opportunities

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Jigsaw PSHE is more than a scheme of work. It is a whole-school philosophy with children at its heart.

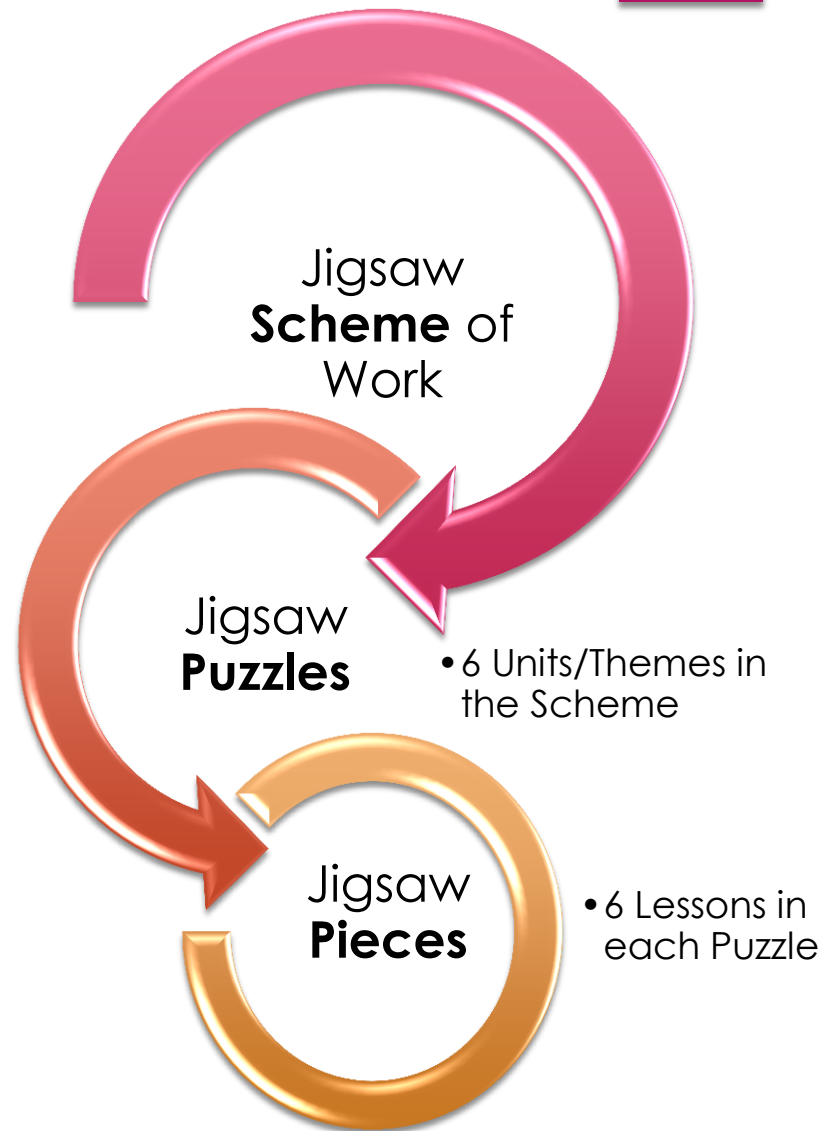
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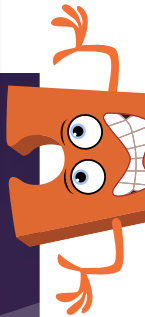
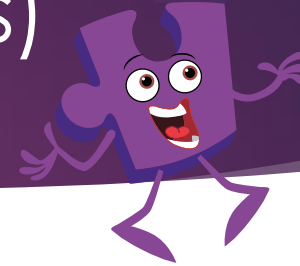
What does Jigsaw cover?

- ▶ Sex and relationships education
- ▶ Body image and relationships with food
- ▶ Influences including technology and social networking
- ▶ Bullying - including cyber bullying and homophobic bullying
- ▶ Personal safety and safeguarding
- ▶ Diversity
- ▶ Global citizenship
- ▶ Financial awareness and enterprise
- ▶ Spiritual, Moral, Social, Cultural Development
- ▶ Emotional Literacy
- ▶ Social skills
- ▶ Comprehensive Assessment
- ▶ Mindfulness

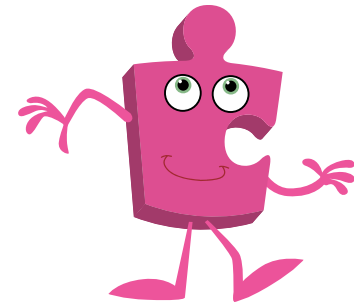
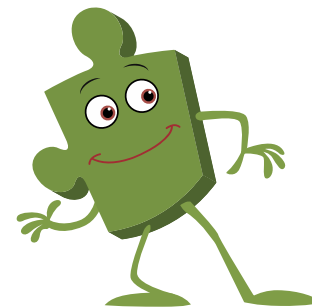
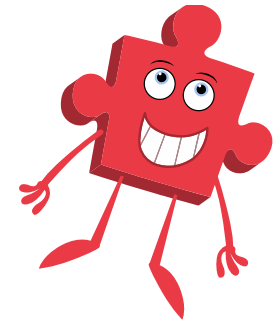
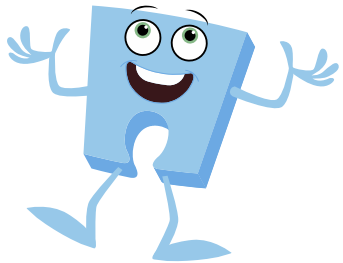
The Jigsaw Structure



The Jigsaw Puzzles (units)



1. Being Me In My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me



Puzzle Assemblies



Assembly (Collective Worship) to launch Puzzle: Changing Me

Puzzle Assembly/Collective Worship Title: Changing Me - Song: Changing as I grow

Some calm music to be played as everyone arrives in to the hall (suggested song: The Beatles - 'In My Life'). You may like to have a candle lit at the front of the hall.

Calm me: Invite the children to focus and calm themselves by taking a deep breath in while they count to 4 in their heads and to breathe that breath out while they count 6. They do this several times in their own time using a 4/6 breath.

Listen to the Jigsaw chime until they can no longer hear any sound.

Stimulus (focus for reflection) for children to look at on screen.

Use PowerPoint of baby animals and humans followed by their grown up equivalents and ask the children: How do animals and people change as they grow older/grow up?

They could talk in partners and come up with 3 ways both animals and humans change or 3 ways animals change and 3 different ways humans change.

Then show the children the clip: An elderly wife explains how her husband has changed as he has grown older www.bbc.co.uk/learningzone/clips/how-do-we-change-as-we-grow-older

Help me think about: Ask the pupils if they can predict what the new Jigsaw Puzzle is about - Changing Me.

Resources: Photo cards and age cards (6 months - baby in a cot, 2 - toddler and a buggy, 4 - starting school, 8 - playing football, 14 - socialising, 35 - going to work, 70 - playing football or mountaineering or something NOT stereotypical).

Puzzle Assembly Plan: Go through the photo cards and talk about what each age represents and give the other children 1 minute to talk about what they could do as a baby (1 minute timer on board/displayed) then repeat but this time as an adult. Ask children from different year groups to come and hold the different photo cards. One set of children stands on one side of the room with the ages and another set of children stand on the other with the activities. Rest of pupils to try and see if they can link up the partner cards - discuss this for one minute.

Lead practitioner uses children's advice and partners them up accordingly, age to picture. Remember to point out that some things can happen at any time of life e.g. mountaineering or playing football at any age - challenge potential stereotypes.

Help me reflect (if they want to):

Changing Me
Assembly (PowerPoint Slides) - Year 1

Help me reflect (if they want to):

Adults present that is meaningful at these pictures where they were when they reflect on...

Seasons come and go
Sunshine, rain or snow,
Our lives ebb and flow
Constantly
Changing as I grow
Yet deep inside I know
I'm becoming what I'm meant to be.

Sometimes feeling strange
As minds and bodies change
Friendships re-arrange
Suddenly
Changing as I grow
Yet deep inside I know
I'm becoming what I'm meant to be.

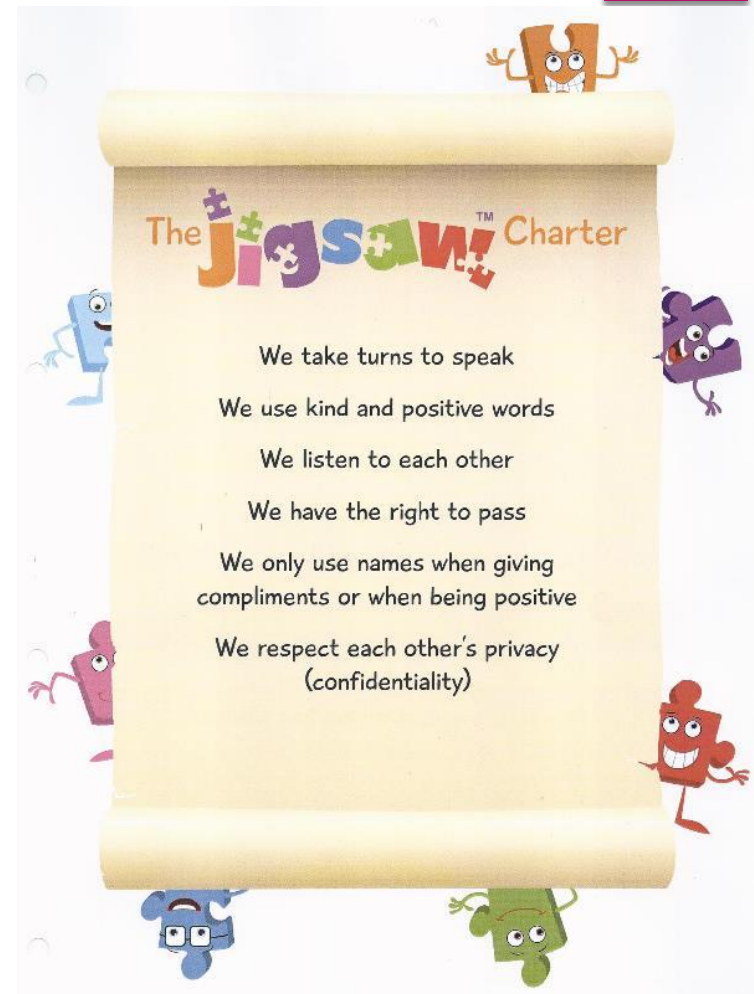
Life is flying fast
I can do at last
Things that in the past
Challenged me.
Changing as I grow
Yet deep inside I know
I'm becoming what I'm meant to be.

I won't be afraid
Of future plans displayed
Cheerful, not dismayed
Hopefully
Changing as I grow
Yet deep inside I know
I'm becoming what I'm meant to be.

Jigsaw!

All Music and Lyrics
Compiled by Kieran

The Jigsaw Charter



The Jigsaw lessons/pieces



Connect
Us

Calm
Me

Open
My
Mind

Tell Me
or Show
Me

Let Me
Learn

Help
Me
Reflect

Children are asking the teacher to...



“Connect
Us”

Help me learn social skills so that I
can enjoy positive relationships and
make the most of learning with
others

Children are asking the teacher to...

“Calm
Me”

Prepare me for learning: still my
mind, relax and quieten my
emotions so I can learn well

Children are asking the teacher to...



“Open
My
Mind”

Focus my mind on the essence of
the learning and on what is most
significant for this Piece

Children are asking the teacher to...

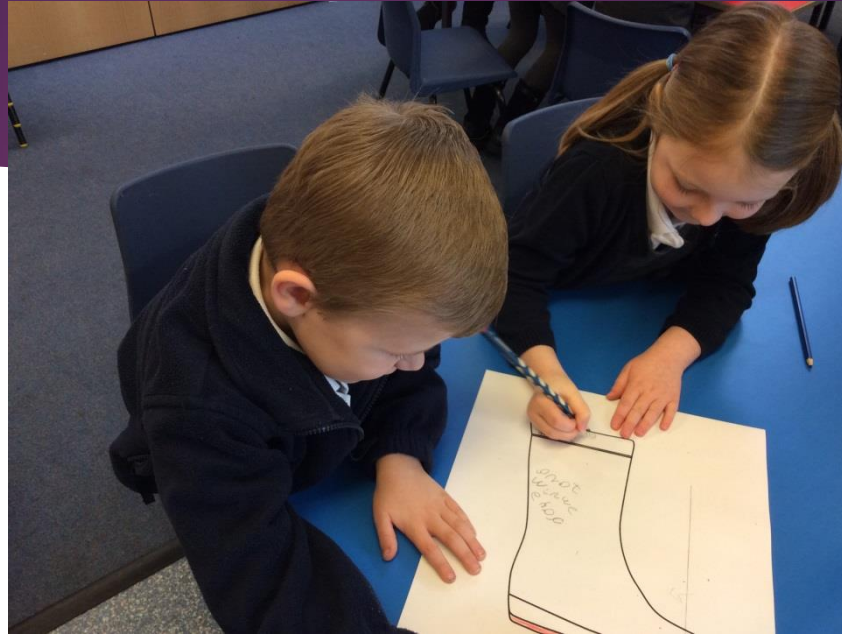
“Tell Me
or Show
Me”



Introduce me to new concepts,
skills and information, using a range
of teaching approaches and
activities that really engage me

Children are asking the teacher to...

“Let Me
Learn”



Help me to manipulate, use and play with this new information: ‘accommodate’ it into my existing learning

Children are asking the teacher to...

“Help
Me
Reflect”



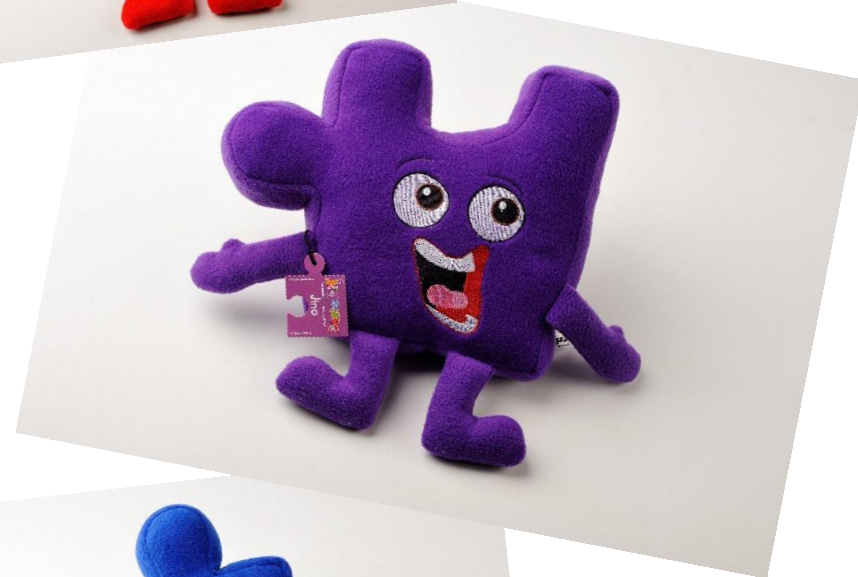
Help me reflect, process and
evaluate what I have learnt *and*
help me see progress

The Jigsaw Friends

Circle time - talking
object

A friendly character with
whom to talk and
include, share ideas and
practise dialogue or
social skills

Distancing technique for
potentially sensitive issues





Sex and relationship Education Putting SRE into context

- We all want what is best for children.
- We want to protect children and to keep them safe.
- We want children to be healthy and happy.

High quality SRE is part of this.

Sex and relationship Education

SRE

KS 1 &2 Programme of Study for Relationships

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships

All covered in a number of Jigsaw Puzzles, especially the Relationships Puzzle.

Sex and relationship Education

SRE

- ▶ Parents/carers have the legal right to withdraw their children from the SRE included in the PSHE Education curriculum (as that is non-statutory)
- ▶ **But** not from the Sex Education included in the National Curriculum Science Orders

Jigsaw SRE content Year 1

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private

Jigsaw SRE content

Year 2

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl

Jigsaw SRE content

Year 3

Piece Number and Name	Learning Intentions 'Pupils will be able to...'
Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family

Jigsaw SRE content

Year 3 continued

Piece 3

Outside Body Changes

understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies

identify how boys' and girls' bodies change on the outside during this growing up process

recognise how I feel about these changes happening to me and know how to cope with those feelings

Piece 4

Inside Body Changes

identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up

recognise how I feel about these changes happening to me and how to cope with these feelings

Jigsaw SRE content

Year 4

Piece Number and Name	Learning Intentions 'Pupils will be able to...'
Piece 2 Having A Baby	<p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>
Piece 3 Girls and Puberty	<p>describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>

Jigsaw SRE content Year 5

Piece Number and Name	Learning Intentions 'Pupils will be able to...'
Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways

Jigsaw SRE content Year 6

Piece Number and Name	Learning Intentions 'Pupils will be able to...'
Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive

Jigsaw SRE content Year 6 continued

Piece Number and Name	Learning Intentions 'Pupils will be able to...'
Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

What is mindfulness?



What does mindfulness look like for children?

- ▶ If children are able to observe their own thoughts and feelings as they are happening in the present moment, with no judgement, this gives them the chance to consider their choices.
- ▶ In turn they are able to make better choices in their learning as well as in their relationships.

Mindfulness in Jigsaw PSHE

We believe mindfulness is a vital **tool for life**: not only does it support the **regulation** of emotion and **build** emotional **resilience**, it 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.

It can be learnt, and techniques to develop it can be taught.
It also needs to be **practised**.

How is mindfulness 'taught'?

In Jigsaw PSHE, mindfulness is developed through **taught lessons** and the '**Calm Me**' time in each Piece (lesson):

Breathing techniques

Awareness exercises

Visualizations

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!



ANY
QUESTIONS?

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Thank you!

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