

# Jigsaw®

The mindful approach to PSHE 11-16

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





## **Jigsaw, the mindful approach to PSHE (Personal, Social, Health Education) Including statutory RSHE (Relationships, Sex and Health Education) (England 2019)**

### **Welcome from Jan Lever, Creator and CEO, Jigsaw PSHE**

Jigsaw 3-16 is the culmination of 35+ years' experience as a teacher, local authority education adviser and psychotherapist, and is my contribution to supporting schools to provide high quality PSHE that meets the needs of their students, helps them know how to be healthy and happy and underpins their learning capacity and academic success.

I believe that social and interpersonal skills are vital, and that emotional literacy and positive mental health are key to young people thriving in school and in life. They need to be discerning and mindful to negotiate the many influences on them and to have a sense of agency, knowing they have a voice and can make a positive difference.

So, woven throughout the Jigsaw PSHE programmes is a strong focus on developing these personal attributes in a structured, age-appropriate and developmental way. Mindfulness philosophy underpins the programme and mindfulness practice is built into every lesson, aiming to support self-regulation, self-awareness and stress management.

Jigsaw 11-16, launched in 2019 after 2 years' development in partnership with schools, builds on the Jigsaw 3-11 Programme which was launched in 2013 and now reaches over 2 million children across the UK and in 35+ countries.

In writing Jigsaw 11-16 we listened to the many teachers and students who trialled the programme in the UK, Europe and the US.

They said they wanted easy-to-use lesson planning, each lesson being a PowerPoint presentation with teacher notes beneath the slides, along with student activities that were ready-made and required a minimum of preparation. They asked for an easy assessment process and wanted assurance that the Programme would be totally compliant with statutory RSHE (England).

We have tried to provide just this, and hope we are offering a well-structured, relevant programme that is flexible enough to fit different delivery models and gives teachers opportunities to enhance, add their own and locally relevant information e.g. local support services, and of course provides a vehicle to meet statutory RSHE outcomes.

We do listen to feedback and suggestions, so you are welcome to contact us at the office:

[office@jigsawpshe.com](mailto:office@jigsawpshe.com)

I do hope Jigsaw, the mindful approach to PSHE, makes PSHE delivery consistently positive at your school and supports students to understand themselves and respect themselves for who they are, young people with agency in the world and their local communities.

Jan Lever B.Ed. (Hons), MA, Adv Dip. Couns.



## **Structure**

### **6 Puzzles**

There are 6 half-term units (Puzzles) in each year group from ages 11-15 (Years 7-10), and 4 units (Puzzles) in ages 15-16 (Year 11) (to allow for the reduced teaching time because of examination season).

The Puzzles are sequenced and developmental from the beginning to the end of the school year:

Autumn 1: Being Me in My World

Autumn 2: Celebrating Difference

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me

Ages 15-16, the 4 Puzzles:

Being Me in My World

Dreams and Goals

Healthy Me

Relationships

Each Puzzle has a Big Question, encouraging a philosophical approach as well as providing a focus to be reflected upon as the Puzzle progresses, another way to assess learning progress and become aware of how opinions may be changing with added learning.

All the statutory requirements for RSHE are met across the ages 11-16 programme, and Jigsaw PSHE is aligned with the NCFE (Northern Council for Further Education) RSHE Awards, allowing students to gain external accreditation for their work in this subject without creating extra planning for teachers.

### **6 lessons in each Puzzle**

Each Puzzle has a Puzzle Map showing the overview of the 6 lessons with their Learning Intentions and 6 lessons (Pieces) comprising:

- a one-page lesson plan overview
- wheel that maps that lesson's contributions to: SMSC, British Values and Emotional Literacy domains
- a PowerPoint with teacher notes and student activities

### **What does Jigsaw 11-16 cover?**

Jigsaw's spiral curriculum covers:

- all the outcomes in the DfE statutory Relationships, Sex and Health Education guidance (England 2019)
- all the outcomes in the PSHE Association Programmes of Study (2020)

all set within an inclusive, comprehensive and holistic whole-school PSHE Programme.

(Mapping documents showing where and how these outcomes are built in are available on the Community Area, as is a snapshot summary of the content of each Puzzle)

Further to this, Jigsaw has a strong safeguarding thread running throughout and a clear focus on positive mental health and respect for self. The mindfulness practice is a key aspect of this.



## The Approach

The approach throughout Jigsaw starts from the assumption that young people want to know this information and are keen to have the opportunity to explore it and their own thoughts and feelings about it in a safe environment.

Jigsaw expects student engagement and takes an inclusive and mature approach to the subject.

We do not skirt around the issues young people need to know about in order to keep themselves safe and make well-informed choices. Some issues could be considered sensitive, so teachers need to know their students as well as possible and be vigilant to signs of anyone needing pastoral support should any of the lessons be particularly pertinent or raw for anyone.

The Jigsaw Charter, a set of ground rules, is established at the beginning of the programme and reinforced at the beginning of every lesson to help create and maintain a safe learning environment.

Fundamentally, this is created by the nature of the relationship the teacher can build with the students. This can be challenging but is essential if students are to gain as much from the lessons as possible.

## Lesson (Piece) Structure

There are 2 Learning Intentions for each lesson:

- the purple one reflects PSHE (RSHE) knowledge and skills
- the green one has a social skills/emotional literacy focus

These are interwoven in the lesson to build both aspects of learning at the same time and in an applied way.

Each lesson comprises 4 parts:

1. Learning Pod (a 20-minute engagement piece)
2. The Big Bit (the main body of the lesson)
3. Finishing Facts (to ensure students leave with key learning, usually including reflection on the Big Question of that Puzzle)
4. Signpost (to share further information websites and/or support services)

Jigsaw believes that a timetabled one-hour lesson would enable the whole of the above to be delivered well.

However, should there only be a tutor period of 20-25 minutes, the Learning Pod will enable constructive work to be done in this time, in which case the Big Bit can be left out (to be covered at a different time) and the Learning Pod, Finishing Facts and Signpost be included.

It is worth noting that in some lessons we suggest video/film clips are used as stimuli for discussion. Often these are embedded in the relevant PowerPoint slides and hyperlinks are provided.

Whilst Jigsaw will check these regularly, it is the responsibility of the teacher to check them before delivering each lesson as we cannot always be sure they will be live. Please also check for suitability for your students.

SMSC (Spiritual, Moral, Social, Cultural) development opportunities, contribution to British Values and Emotional Literacy domains are recorded in the wheel on the lesson overview.

## Mindfulness in Jigsaw

Growing the ability to be mindful as much of the time as possible is considered to be a great asset. Being mindful means being aware of what your mind is focusing on at any given moment either externally or internally. The mindfulness practice in Jigsaw builds the ability to observe thoughts and feelings as they arise, giving students the opportunity to 'press pause' and make choices as to how they respond. Do they allow the thought-story to continue with its likely consequences, or do they redirect their thoughts for a more positive outcome? Do they allow their feelings to continue/escalate or intervene and regulate these? Being able to do this enables chosen responses rather than reactions; self-regulation is empowering and essential to relationship building.

Mindfulness practice also engenders quieter minds that are more able to focus, concentrate and learn.



In Jigsaw lessons there is a short mindfulness practice at the beginning of each lesson. The teacher or a student can lead the group by reading the Mindfulness Script, the teacher can press 'play' on the audio file embedded in Slide 3, or employ silence alongside mindful breathing.

If this practice is new to the students, it may be necessary to stick with it for a few weeks until the impact of the exercises starts to be experienced and students understand the benefits of it.

## Assessment

Statutory RSHE guidance (England 2019) makes it clear that governors have the responsibility to ensure students make progress in their learning in this subject area.

At Jigsaw, we believe this subject is fundamental to young people's personal development and their learning, so of course we need to assess learning and evaluate teacher performance. However, we need to do this in as non-burdensome way as possible.

Starting where students are is vital, so the Learning Pod exercises give opportunities to observe starting points. Jigsaw encourages self-reflection towards the end of each lesson and includes a "workbook" of summative assessment tasks in Piece (Lesson) 6 of each Puzzle.

The "workbook" could be completed as a whole in Piece 6 or could be divided up and activities given during appropriate lessons through the Puzzle.

All 6 workbooks from the 6 Puzzles in each Year Group are collated into one workbook per year group and these are free to download from the Jigsaw 11-16 Community Area of the Jigsaw website ([www.jigsawpshe.com](http://www.jigsawpshe.com)) using your school login, thus providing an ongoing annual record of each student's learning for the year.

These workbooks also provide the assessment process needed to meet the Learning Objectives for the NCFE (Northern Council for Further Education) Levels 1 and 2 Awards in Relationships, Sex and Health Education (see [www.ncfe.org.uk](http://www.ncfe.org.uk) for more details).

Whilst we agree that much significant learning happens without the need for writing it down, we also believe it is important to value the learning journey of each student. In this regard we suggest each student keeps a Jigsaw Journal, harvesting learning experiences and creating a portfolio. Jigsaw Journal covers are available on the Community Area of the Jigsaw website providing an inexpensive way to create such portfolios by sticking the Journal cover to the front of a scrapbook or exercise book.

More information and support materials, including training materials, editable sample policy etc are available on the Jigsaw 11-16 Community Area of [www.jigsawpshe.com](http://www.jigsawpshe.com)

We urge you to make good use of these materials and do contact us if you need any assistance, have any questions or would like to book one of our consultants/trainers to visit your school team.

## Jigsaw 11-16 REST (Resilience and Engagement Scale and Toolkit)

Knowing that many young people would benefit from building and maintaining their resilience, and building on the success of the Jigsaw 3-11 REST programme, the Jigsaw PSHE 11-16 programme now includes a free resilience-building package. This can be downloaded using your school login.

It comprises:

- A training session for staff
- The Student Resilience Scale
- The Scale with reflections and strategies
- A 6-session plan with PowerPoints
- A Resilience Journal sheet
- A Class Record sheet



The 11-16 REST Programme offers opportunities in addition to the PSHE Programme, for students to either work together at school (in Tutor time or within PSHE) or use self-reflection in their own time, to assess their own resilience against the 10 descriptors (ingredients of resilience) and work on strategies to build their resilience.

Secondary students (ages 11-16) are at an ideal age to use the Resilience and Engagement Scale to self-assess and self-improve.

Once students have scored themselves against the 10 descriptors on the Scale, they can:

1. Work through the 6 sessions
2. Use the Scale with reflections and strategies
3. Use the Resilience Journal

The tutor could use the Scale as a screening tool for either all or some students and record their scores on the Class Record Sheet, reviewing these regularly to note the effectiveness of interventions.

We hope this set of materials supports the emotional and mental wellbeing of your students and enhances the Jigsaw PSHE learning.