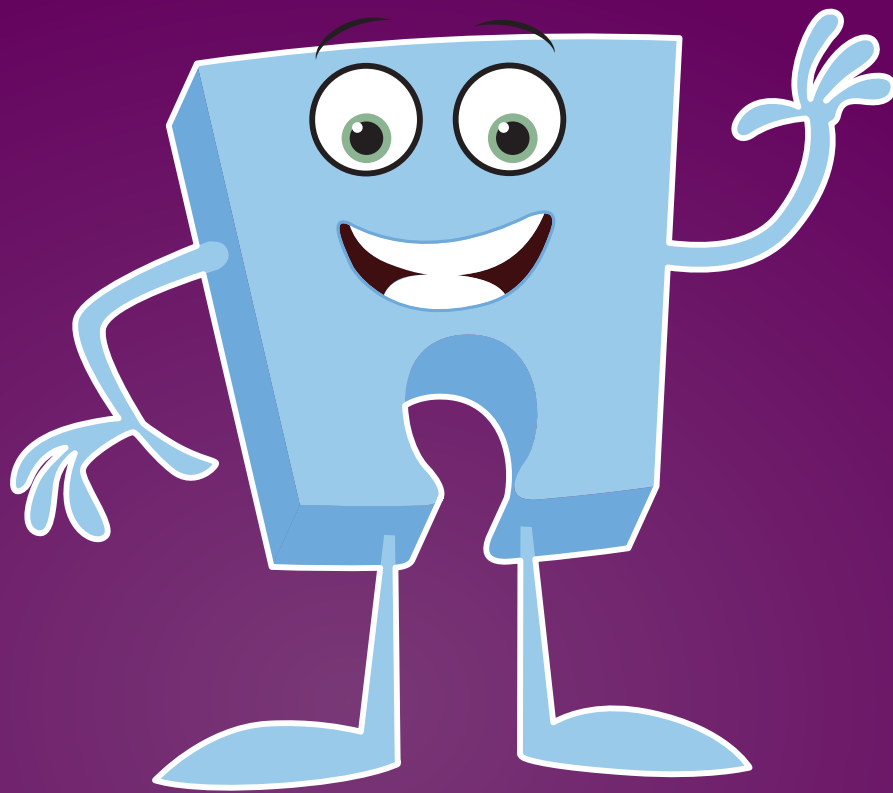


Jigsaw!

The mindful approach to PSHE

The comprehensive Scheme of Learning for PSHE
Education including Emotional Literacy, Social Skills
and Spiritual Development, for Ages 3-16



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F1
Nursery
Pre-school
Ages 3-4 years

www.jigsawpshe.com



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Jigsaw PSHE in the Early Years Foundation Stage

Introduction

In England, the Early Years Foundation Stage refers to the two years of children's development when they are: 3-4 years old (Foundation Stage 1, usually in nursery or pre-school provision)

4-5 years old (Foundation Stage 2, also called the Reception Year, usually their first year in school).

At Jigsaw PSHE we believe that very young children are intrinsically curious, questioning and spiritual, and can, with well-planned teaching and learning opportunities, gain knowledge, skills and experience that support their ongoing development.

The statutory framework for the Early Years Foundation Stage (EYFS DfE 2017, England) rests on four guiding principles:

1. every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
2. children learn to be strong and independent through **positive relationships**;
3. children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs...;
4. **children develop and learn in different ways and at different rates.**

The framework outlines **seven areas of learning and development**:

- communication and language;
- physical development;
- personal, social and emotional development;
- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

Children are entitled to activities and experiences that enable their development in all seven areas of learning.

The framework states:

“In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.”

It gives **three characteristics of effective teaching and learning**:

- playing and exploring
- active learning
- creating and thinking critically

The progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals in the **seven areas of learning** (above).

Jigsaw PSHE in the EYFS can contribute to most of these areas of learning but perhaps most significantly to:

- personal, social and emotional development,
- understanding the world, and
- physical development.

Therefore, in the EYFS section of Jigsaw PSHE we have shown how each enquiry contributes to the specific ELGs (at which D (development) levels) in these areas of learning, as well as mapping the potential coverage of the characteristics of effective learning.



Physical Development: Health and Self-care (ELG 05)

Early Learning Goals

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Development Matters Age	Notation used	A Unique Child...
D4 (22-36 months)	D4(a)	Feeds self competently with spoon.
	D4(b)	Drinks well without spilling.
	D4(c)	Clearly communicates their need for potty or toilet.
	D4(d)	Beginning to recognise danger and seeks support of significant adults for help.
	D4(e)	Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
	D4(f)	Beginning to be independent in self-care, but still often needs adult support.
D5 (30-50 months)	D5(a)	Can tell adults when hungry or tired or when they want to rest or play.
	D5(b)	Observes the effects of activity on their bodies.
	D5(c)	Understands that equipment and tools have to be used safely.
	D5(d)	Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
	D5(e)	Can usually manage washing and drying hands.
	D5(f)	Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
D6 (40-60 months)	D6(a)	Eats a healthy range of foodstuffs and understands need for variety in food.
	D6(b)	Usually dry and clean during the day.
	D6(c)	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
	D6(d)	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
	D6(e)	Shows understanding of how to transport and store equipment safely.
	D6(f)	Practises some appropriate safety measures without direct supervision.

Exceeding the Early Learning Goals

Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

The **D levels** are from **Development Matters in the Early Years Foundation Stage**, non-statutory guidance materials to support practitioners in implementing the statutory requirements of the EYFS (www.early-education.org.uk).

The **Early Learning Goals (ELGs)** are from the Early Years Foundation Stage Statutory Framework www.foundationyears.org.uk.

The **Exceeding the Early Learning Goal** statements are from the **2017 Early Years Foundation Stage Profile Handbook** (available for download from <https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>).



Personal, Social and Emotional Development: Self-confidence and Self-awareness (ELG 06)

Early Learning Goals

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Development Matters Age	Notation used	A Unique Child...
22-36 months	D4 (a)	Separates from main carer with support and encouragement from a familiar adult.
	D4 (b)	Expresses own preferences and interests.
30-50 months	D5 (a)	Can select and use activities and resources with help.
	D5 (b)	Welcomes and values praise for what they have done.
	D5 (c)	Enjoys responsibility of carrying out small tasks.
	D5 (d)	Is more outgoing towards unfamiliar people and more confident in new social situations.
	D5 (e)	Is confident to talk to other children when playing, and will communicate freely about own home and community.
	D5 (f)	Shows confidence in asking adults for help.
40-60 months	D6 (a)	Is confident to speak to others about own needs, wants, interests and opinions.
	D6 (b)	Can describe self in positive terms and talk about abilities.

Exceeding the Early Learning Goals

Children are confident speaking to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.

The **D levels** are from **Development Matters in the Early Years Foundation Stage**, non-statutory guidance material to support practitioners in implementing the statutory requirements of the EYFS (www.early-education.org.uk).

The **Early Learning Goals (ELGs)** are from the **Early Years Foundation Stage Statutory Framework** (www.foundationyears.org.uk).

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Personal, Social and Emotional Development: Managing Feelings and Behaviour (ELG 07)

Early Learning Goals

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Development Matters Age	Notation used	A Unique Child...
D4 (22-36 months)	D4 (a)	Seeks comfort from familiar adults when needed.
	D4 (b)	Can express their own feelings such as sad, happy, cross, scared, worried.
	D4 (c)	Responds to the feelings and wishes of others.
	D4 (d)	Is aware that some actions can hurt or harm others.
	D4 (e)	Tries to help or give comfort when others are distressed.
	D4 (f)	Shows understanding and cooperates with some boundaries and routines.
	D4 (g)	Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
	D4 (h)	Has a growing ability to distract self when upset, e.g. by engaging in a new play activity.
D5 (30-50 months)	D5 (a)	Is aware of own feelings, and knows that some actions and words can hurt others' feelings.
	D5 (b)	Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
	D5 (c)	Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
	D5 (d)	Can usually adapt behaviour to different events, social situations and changes in routine.
D6 (40-60 months)	D6 (a)	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
	D6 (b)	Is aware of the boundaries set, and of behavioural expectations in the setting.
	D6 (c)	Is beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Exceeding the Early Learning Goals

Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.

The **D levels** are from **Development Matters in the Early Years Foundation Stage**, non-statutory guidance materials to support practitioners in implementing the statutory requirements of the EYFS (www.early-education.org.uk).

The **Early Learning Goals (ELGs)** are from the **Early Years Foundation Stage Statutory Framework** (www.foundationyears.org.uk).

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Personal, Social and Emotional Development: Making Relationships (ELG 08)

Early Learning Goals

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Development Matters Age	Notation used	A Unique Child...
D4 (22-36 months)	D4 (a)	Is interested in others' play and starting to join in.
	D4 (b)	Seeks out others to share experiences.
	D4 (c)	Shows affection and concern for people who are special to them.
	D4 (d)	May form a special friendship with another child.
D5 (30-50 months)	D5 (a)	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
	D5 (b)	Initiates play, offering cues to peers to join them.
	D5 (c)	Keeps play going by responding to what others are saying or doing.
	D5 (d)	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
D6 (40-60 months)	D6 (a)	Initiates conversations, attends to and takes account of what others say.
	D6 (b)	Explains own knowledge and understanding, and asks appropriate questions of others.
	D6 (c)	Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Exceeding the Early Learning Goals

Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.

The **D levels** are from **Development Matters in the Early Years Foundation Stage**, non-statutory guidance materials to support practitioners in implementing the statutory requirements of the EYFS (www.early-education.org.uk).

The **Early Learning Goals (ELGs)** are from the **Early Years Foundation Stage Statutory Framework** (www.foundationyears.org.uk).

The **Exceeding the Early Learning Goal** statements are from the **2017 Early Years Foundation Stage Profile Handbook** (available for download from <https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>).



Understanding the World: People and Communities (ELG 13)

Early Learning Goals

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Development Matters Age	Notation used	A Unique Child...
22-36 months	D4 (a)	Has a sense of own immediate family and relations.
	D4 (b)	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.
	D4 (c)	Is beginning to have their own friends.
	D4 (d)	Learns that they have similarities and differences that connect them to, and distinguish them from, others.
30-50 months	D5 (a)	Shows interest in the lives of people who are familiar to them.
	D5 (b)	Remembers and talks about significant events in their own experience.
	D5 (c)	Recognises and describes special times or events for family or friends.
	D5 (d)	Shows interest in different occupations and ways of life.
40-60 months	D5 (e)	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
	D6 (a)	Enjoys joining in with family customs and routines.

Exceeding the Early Learning Goals

Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

The **D levels** are from **Development Matters in the Early Years Foundation Stage**, non-statutory guidance material to support practitioners in implementing the statutory requirements of the EYFS (www.early-education.org.uk).

The **Early Learning Goals (ELGs)** are from the **Early Years Foundation Stage Statutory Framework** (www.foundationyears.org.uk).

The **Exceeding the Early Learning Goal** statements are from the **2017 Early Years Foundation Stage Profile Handbook** (available for download from www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook).



Understanding the World: The World (ELG 14)

Early Learning Goals

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Development Matters Age	Notation used	A Unique Child...
22-36 months	D4 (a)	Enjoys playing with small-world models such as a farm, a garage, or a train track.
	D4 (b)	Notices detailed features of objects in their environment.
30-50 months	D5 (a)	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
	D5 (b)	Can talk about some of the things they have observed such as plants, animals, natural and found objects.
	D5 (c)	Talks about why things happen and how things work.
	D5 (d)	Is developing an understanding of growth, decay and changes over time.
	D5 (e)	Shows care and concern for living things and the environment.
40-60 months	D6 (a)	Looks closely at similarities, differences, patterns and change.

Exceeding the Early Learning Goals

Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.

The **D levels** are from **Development Matters in the Early Years Foundation Stage**, non-statutory guidance material to support practitioners in implementing the statutory requirements of the EYFS (www.early-education.org.uk).

The **Early Learning Goals (ELGs)** are from the **Early Years Foundation Stage Statutory Framework** (www.foundationyears.org.uk).

The **Exceeding the Early Learning Goal** statements are from the **2017 Early Years Foundation Stage Profile Handbook** (available for download from www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook).



Characteristics of Effective Learning

Playing and Exploring - engagement

Finding out and exploring	Playing with what they know	Being willing to 'have a go'
1) Showing curiosity about objects, events and people	1) Pretending objects are things from their experience	1) Initiating activities
2) Using senses to explore the world around them	2) Representing their experiences in play	2) Seeking challenge
3) Engaging in open-ended activity	3) Taking on a role in their play	3) Showing a 'can do' attitude
4) Showing particular interests	4) Acting out experiences with other people	4) Taking a risk, engaging in new experiences, and learning by trial and error

Active Learning - motivation

Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1) Maintaining focus on their activity for a period of time	1) Persisting with activity when challenges occur	1) Showing satisfaction in meeting their own goals
2) Showing high levels of energy, fascination	2) Showing a belief that more effort or a different approach will pay off	2) Being proud of how they accomplished something - not just the end result
3) Not easily distracted	3) Bouncing back after difficulties	3) Enjoying meeting challenges for their own sake rather than external rewards or praise
4) Paying attention to details		

Creating and Thinking Critically - thinking

Having their own ideas	Making Links	Choosing ways to do things
1) Thinking of ideas	1) Making links and noticing patterns in their experience	1) Planning, making decisions about how to approach a task, solve a problem and reach a goal
2) Finding ways to solve problems	2) Making predictions	2) Checking how well their activities are going
3) Finding new ways to do things	3) Testing their ideas	3) Changing strategy as needed
	4) Developing ideas of grouping, sequences, cause and effect	4) Reviewing how well the approach worked

The **Characteristics of Effective Learning** are from the **Early Years Foundation Stage Statutory Framework 2017** (www.foundationyears.org.uk) and **Development Matters in the Early Years Foundation Stage**, non-statutory guidance material to support practitioners in implementing the statutory requirements of the EYFS (www.early-education.org.uk).

How is the EYFS section of Jigsaw PSHE organised?

There are 2 folders: Foundation 1 (Nursery and pre-school, 3-4 year olds)
Foundation 2 (Reception, 4-5 year olds).

In each of these there are six Puzzles, one for each half-term through the school year. The Puzzles follow the same theme for F1 and F2 but are differentiated for the age/stage of the children.

Teachers and EYFS practitioners are, of course, welcome to mix and match sessions from F1 and F2 to best suit the needs of their children.

The Six Puzzles

There are six Puzzles in Jigsaw that are designed to progress in sequence from the beginning to the end of the academic year.

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)

There are six learning sessions in each Puzzle, each has two pages, the first shows teaching and learning activities structured into four sections:

Calm Me

Interest me

Help me learn

Let's think.

The second page of each session gives:

- mapping grids showing coverage of ELGs in PSED and UW (and, when appropriate PD) and characteristics of learning;
- ideas for child-initiated, adult-led, home/family and outside learning; displays; assessment and cross-curricular opportunities and resources;
- bubble-ups (making a note of child's response for his records on a Post-it)

This is often followed by the resources needed e.g. stories.

Jigsaw Jenie  will also help as a teaching tool and talking object. Jigsaw Jerrie Cat will help with Pause Points.

Jigsaw PSHE for the EYFS is more than medium-term planning, and we hope it supports early years' practitioners to offer very young children an excellent and rich foundation for their learning and development.

Our Religious Education Programme, Discovery RE, further supports you and children.

www.discoveryschemeofwork.com

ELGs Early Learning Goals

PSED Personal, Social, Emotional Development

UW Understanding the world



Bertie Owl


The Jigsaw Approach for the Early Years Foundation Stage (3-5 year olds)

The Mindful Approach

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 their 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. We use the Jigsaw Chime to help the children focus and the teacher uses the script to teach the mindful breathing. This is further developed by Jigsaw Jerrie Cat's  Pause Points

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

Assemblies

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.

The Six Puzzles

In the EYFS, there are two sets of plans (in separate folders) for Foundation 1 (pre-schoolers) and Foundation 2 (school starters) and each Puzzle has six lesson plans. The lesson plans clearly identify the Early Learning Goal (ELG) and the Development Matters levels (D4 - D6) that will be each session's focus.

To support practitioners with the implementation of this scheme of work, every plan has:

Child-initiated and Adult-led activity ideas

Assessment opportunities and cross-curricular links

Home-learning and family links

Resources

Display ideas

Outside learning ideas

Bubble-ups (i.e. making a note on a Post-it or in the child's records of his/her responses) are used in Jigsaw for Foundation Stage 1 and 2 as a means for the setting staff to make a note of or record what children say and do. The concept can be adapted to suit your needs.

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, trying to ensure the Jigsaw learning is translated into behaviour and attitudes and 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 Monday assembly e.g. This week we are celebrating people who "Help others to feel welcome".

Through the week, children and adults nominate each other by adding their 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 Celebration assembly (or class reward time).

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.

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 (www.jigsawpshe.com) 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.

Schools using Jigsaw will also be given the password for the Community Area of the website, offering further support, as well as a Jigsaw mentor.

Jigsaw Books

Books suggested but not essential in Jigsaw 3-11 second edition

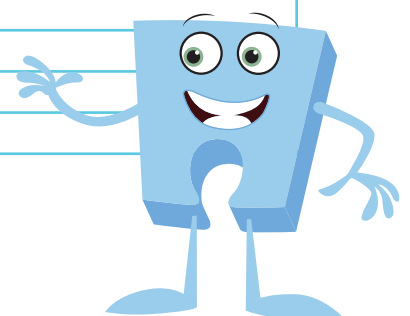
The second edition of Jigsaw, the mindful approach to PSHE 3-11, is a stand-alone resource that no longer requires story books to be purchased in order for the lessons to be delivered.

Where there were story books in the first edition, we have taken them out and replaced them with other resources, usually original stories, written by Jigsaw. You are of course welcome to use story books whenever you think this will support learning.

However, always keen to encourage the use of story, in some lessons we have recommended certain books as optional resources, should teachers want to extend the lesson.

The list that follows is a list of these optional books.

F1 and F2 ages 3-5	
Being Me in My World	
Piece (Lesson)	Books
4	Hands are not for hitting
4	No hitting Henry by Lisa Regan
6	Dogger by Shirley Hughes
Celebrating Difference	
Piece (Lesson)	Books
2	Naked Trevor
2	Barry the fish with fingers
3	It's OK to be different
3	The family book
3	The Hueys in the new jumper
5	The Dog and the Dolphin
Dreams and Goals	
Piece (Lesson)	Books
1	Love Monster
1	Don't worry hugless Douglas
2	The Jungle Run
Healthy Me	
Piece (Lesson)	Books
6	Never talk to strangers
6	Not everyone is nice
Relationships	
Piece (Lesson)	Books
3	Mable and Me
3	George and Martha – the complete stories of two best friends
Changing Me	
Piece (Lesson)	Books
1	Look inside your body
3	I Wonder Why Kangaroos Have Pouches
3	The very hungry caterpillar
4	Huge bag of worries



Year 1 ages 5-6	
Celebrating Difference	
Piece (Lesson)	Books
5	Frog and Toad are Friends by Arnold Lobel
Dreams and Goals	
Piece (Lesson)	Books
5	We're going on a Bear Hunt by Michael Rosen and Helen Oxenbury

Year 2 ages 6-7	
Being Me in My World	
Piece (Lesson)	Books
1	The Huge Bag of Worries by Virginia Ironside
2	I'll do it by Brian Moses and Mike Gordan
2	We are all Born Free by ISBN 978-1-84507-650-4

Year 3 ages 7-8	
Being Me in My World	
Piece (Lesson)	Books
3	We are all Born Free by ISBN 978-1-84507-650-4
Celebrating Difference	
Piece (Lesson)	Books
1	The Family Book by Todd Parr
1	And Tango makes Three by Justin Richardson and Peter Parnell
Dreams and Goals	
Piece (Lesson)	Books
2	Me....Jane by Patrick McDonnell

Year 4 ages 8-9	
Dreams and Goals	
Piece (Lesson)	Books
1	Salt in his Shoes by Deloris and Roslyn M Jordan
Relationships	
Piece (Lesson)	Books
2	Can you Hear the Sea by Richard Palmer available from www.jigsawpshe.com
2	Badger's Parting Gifts by Susan Varley
2	Goodbye Mousie by Robie H Harris

Year 5 ages 9-10	
Piece (Lesson)	Books
2	Can you Hear the Sea by Richard Palmer available from www.jigsawpshe.com

Year 6 ages 10-11	
Piece (Lesson)	Books
	No books recommended



The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class/setting, 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)

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 session. It is important to allow the time and appropriate staff for this to happen.

Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is a key part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes/settings. To support this differentiation many Jigsaw Pieces suggest creative learning activities allowing children to choose the media they work with and giving them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, there is additional support on the Community area of the website.

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. 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, Jigsaw Jenie (talking object), is a useful distancing technique and helps children work with potentially sensitive issues without asking them directly about their own experiences.

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 teaches 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 or take part 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. Jigsaw Jenie can be used as a distancing tool in these situations.

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.

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 two tracks: i) choir with backing ii) instrumental

The songs for each Puzzle are:

- **Together As One** (Being Me in My World)
- **There's a Place** (Celebrating Difference)
- **For Me** (Dreams & Goals)
- **Make a Good Decision** (Healthy Me)
- **RELATIONSHIP** (Relationships)
- **A New Day** (Changing Me)

Jigsaw Friends

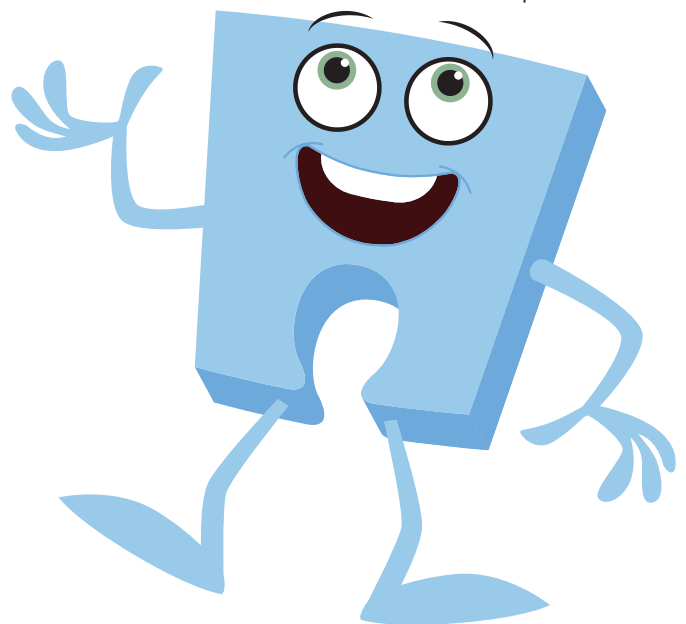
Jigsaw Jenie is the best friend of Early Years children and they will meet him in F1 (Nursery) and F2 (Reception) to aid transition.

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 that child's turn to talk or to offer a suggestion, experience or feeling relevant to the discussion (if they want to: they always have the right to pass, as in the Jigsaw Charter).

The Jigsaw Friends also act as a distancing tool so that children can talk about potentially more sensitive issues without referring directly to themselves.

Children build relationships with the Jigsaw Friend in their class. Jigsaw Jenie (light blue) is the Friend for F1 and F2. The Jigsaw Friends can be used to talk to, or to share their concerns with. By using the Jigsaw Friend, children can feel more able to express themselves and to be heard.

The Friends are designed to be huggable and thus have a therapeutic value.



Each Jigsaw Friend has a different name:

Foundation 1 and 2: Jigsaw Jenie (light blue)

Year 1: Jigsaw Jack (orange)

Year 2: Jigsaw Jo (pink)

Year 3: Jigsaw Jino (purple)

Year 4: Jigsaw Jaz (royal blue)

Year 5: Jigsaw Jez (green)

Year 6: Jigsaw Jem (red)



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.

(Extra Friends can be ordered from the Jigsaw online shop.)

Very large Jigsaw Friends (the Mighties) can be made to order and are excellent sources of comfort, cuddles and support for children (see Jigsaw online shop.) The Mighties stand nearly 2 metres tall but are great sources of comfort when children sit in their laps for a cuddle.

Jigsaw Chime and 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 each 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 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.

On www.jigsawpshe.com there are video clips of children 'doing' Calm Me times. There is also a short video (15 minutes) introducing Mindfulness, which you are welcome to use as a training tool in school. See www.jigsawpshe.com and use your password to access the Community Area. There is a Calm me script for each session and for EYFS children. We have included an extra script for sessions 5 and 6 to help build imagination.

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

Photos of group activities

'Let's think' notes

Puzzle certificates

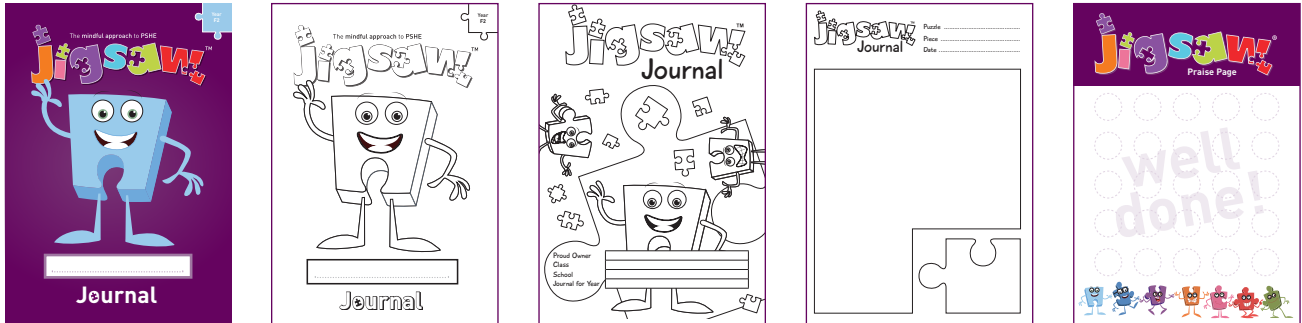
And anything else that is meaningful to them as they progress through their Jigsaw Journey.

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.

Jigsaw Journal covers can also be downloaded from the Community Area of the website. We hope you enjoy being creative with this.

You can also download 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.



Puzzle Outcomes

Each Puzzle has a whole-school display/product as an additional opportunity to reinforce the sense of belonging and community. This is an optional layer in Jigsaw but really valuable in engendering a sense of belonging and being valued.

Being Me in My World

Puzzle Outcome: Whole School Learning Charter (probably more for schools than pre-school settings).

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.

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, engendering a sense of community and belonging.

Celebrating Difference

Puzzle Outcome: Hall of fame display

F1/2: Paper chains

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

F1/2: Footprint awards

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

F1/2: Bedtime recipes

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

F1/2: Mittens

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

F1/2: Fruit mobiles

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

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.

Resources Updates

(Booklists on www.jigsawpshe.com)

All resources except story books are included in Jigsaw. We check the availability of all the books and BBC Learning Clips every half-term and post the up-to-date list on the Community Area of the website. This is therefore always up-to-date so please check it regularly. If you need a reminder about the login for the Community Area, please contact our office: office@janlevergroup.com



Note from Jan Lever

Jigsaw is the culmination of over 35 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 and settings; 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.

Having taught Early Years for five years and loved it, I am totally committed to supporting Early Years Practitioners to give children the best start they can, laying the foundations of self-worth; and emotional and mental health have got to be key ingredients for learning and life, and the earlier we start, the better!.

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.

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The Jan Lever Group comprises two companies supporting schools:

Jigsaw PSHE: www.jigsawpshe.com

Discovery RE: www.discoveryschemeofwork.com





Calm Me time in Foundation 1 and 2

Jigsaw PSHE is the mindful approach to PSHE. Throughout every year group, at the beginning of each lesson (Piece) there is a Calm Me time, which is designed to teach children techniques to relax their bodies and calm their minds. This is being used to great effect and impacting positively on children's ability to concentrate, to connect well with each other and most importantly to be more aware of and better able to manage their feelings and thought processes.

We firmly believe that the sooner children are introduced to these techniques, the more second nature they become and the more helpful the impact on their capacity to learn.

Introduction

As the experience of quietness, stillness and being calm tends to be alien to many children, we strongly advise taking plenty of time to prepare them, to lead them gently to the Calm Me scripts that follow.

It may need weeks of practice just to be able to breathe in through the nose and out through the mouth, and to gain an awareness of this happening in the moment. This will be accompanied by practising sitting next to someone, possibly in a circle and listening.

Each of these skills needs to be built before the Calm Me scripts below can be used for the desired effect.

Then the Chime might take some getting used to. Children love this but will need to be helped to listen to it again and again, once a day maybe, over a period of weeks, listening to it sounded just once and listening until the sound disappears completely. In itself this centres the child's attention and awareness and enhances their concentration skills, but more than that, it gives him a sense of quiet, calm and peace.

Further to this, it is also worth remembering that further preparation may well be needed so that children are able to use their imaginations to visualise the pictures in the later scripts. If they have never been to the beach on a summer day and felt the sand between their toes or the water lapping round their ankles as they paddle, how will they be able to call these experiences to mind in a visualisation?

So preparing them by giving them the experience in school or setting, to dip their toes in water, their toes and fingers in the sand tray would be essential. Adding seagull noises and seashells to touch and feel, enhance this experience so that when they are asked to imagine a sandy beach, they have experience to draw on.

So, when using the Jigsaw Calm Me scripts, please take time to read them well ahead of time in order to provide children with the experiential opportunities they need in order to fully embrace the Calm Me times.

The scripts are deliberately repetitive so children get used to the routine of the practice and they are progressive from September to July.

