**North Duffield School**

**PSHE and RSE**

**Jigsaw Scheme Overview**

Personal, Social, Health and Economic education (PSHE) is a vital part of the curriculum here at North Duffield which enables all children to develop the knowledge, social skills, attitudes and resilience they need flourish throughout their lives. As a school, we follow the Jigsaw PSHE curriculum which brings together the statutory aspects of Relationships and Health education while developing children’s emotional literacy, mindfulness, social skills and spiritual development. It is a highly engaging curriculum delivered weekly by the class teacher.

Each half term, the whole school explores a new ‘puzzle’ which means that all pupils are learning about the same theme in an age appropriate way. As the school joined Jigsaw in

Autumn 2, the ‘puzzles’ fit within the school year as follows:

Autumn 2: Being Me in My World

Spring 1: Celebrating Difference

Spring 2: Healthy Me

Summer 1: Changing Me (including Sex Education)

Summer 2: Relationships

We will cover Dreams and Goals through assembly times.

**Beginning September 2022, the ‘puzzles’ fit within the school year as follows:**

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

Jigsaw lesson layout

In designing the Pieces, we imagine that children are asking the teacher to:

1. Improve their social skills to better enable collaborative learning (Connect us)
2. Relax their bodies and calm their minds to prepare them for learning (Calm me)
3. Help the brain to focus on specific learning intentions (Open my mind)
4. Initiate new learning (Tell me or show me)
5. Facilitate learning activities to reinforce the new learning (Let me learn)
6. 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 very significant.
It encourages teachers to see their pupils as whole children who want and deserve to learn.

**Connect Us** - This is a game or activity designed to be fun and inclusive and to build and maximise social skills. ‘Connect us’ engenders positive relationships and enhances collaborative learning. It sets the atmosphere at the beginning of each Jigsaw Piece and can be used again at the end should the teacher feel the atmosphere needs to be lifted after some deep work during the lesson.

**Calm Me** - This section of the Piece helps children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It may well take a 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 (See ‘mindfulness’ above)

**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, thereby improving concentration and learning.

**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. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause Points  thus developing their mindfulness.

Jigsaw Charter (with the picture attached next to it)

**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 they cannot promise complete confidentiality as they must report any information relating to safeguarding concerns.

Mindfulness

Jigsaw has a mindfulness approach to learning. When children are aware of how to be mindful, they can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions, saving behaviour issues from happening, helping concentration and lessening stress and anxiety. Children are taught that mindfulness means, to be aware of your thoughts and feelings as they arise and to be able to focus your mind on what you choose to focus it on both outside of you and within you.

In Jigsaw, the mindful approach to PSHE, mindfulness is developed in 3 main ways:

1.       through the ‘Calm Me’ time in each Piece (lesson). This consists of breathing techniques, awareness exercises and visualisations, enabling children not to empty their minds but to quiet them and become aware of the activity within them and manage it positively.

2.       through the taught curriculum. Lessons (Pieces) help children
to explore their thoughts and feelings, to expand their emotional vocabulary, explore thoughts-feelings-consequence sequences, build their confidence and express themselves in a safe environment.

3.       through the ‘Pause Points’ in lessons (Pieces) which ask children to ‘Stop and look inside’ to practise observing their thoughts and feelings relating to what they are learning about in that lesson. Jigsaw Jerrie Cat is introduced in the first Puzzle (Being Me in My World) through 2 whole-school assemblies and acts as the trigger for PAUSE POINTS in lessons (the teacher using Jerrie Cat’s Paws, to symbolise the Pause Point for children).