



## How Jigsaw 11-16 contributes to Curriculum for Wales Health and Well-being (HWB) Progression Statements, Step 5

Progression Step 5	How Jigsaw 11-16 contributes
<b>Developing physical health and well-being has lifelong benefits.</b>	
<p><i>I can independently adapt and apply movement skills across a range of activities and environments, managing space creatively in response to a variety of stimuli. I can value the benefits of participation in regular physical activity and sport, seeking opportunities to develop my expertise.</i></p>	<p>Jigsaw 11-16 offers an holistic health and well-being learning journey spanning the pupil's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly-changing world. It is a programme for 11- to 16-year-olds, which comprises health and well-being education, resilience, mental health, emotional literacy, social and employability skills, British values, and SMSC (spiritual, moral, social, cultural development), as well as an inclusive philosophy including Relationship and Sex Education.</p> <p>There are six units of work (Puzzles), each with 6 lessons, sequenced from the beginning of the school year to the end. The Puzzles: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me.</p> <p>The Puzzle (unit) 'Healthy Me' is the main vehicle for students to learn about mental and physical health. Students have the opportunity to learn about taking responsibility for their health, with a focus in some year groups on the benefits of regular physical activity and participating in sport, alongside other ways to enhance and promote health and well-being. The whole programme aims to nurture self-esteem so that students feel 'worthy' of taking care of themselves.</p>
<p><i>I can adjust my diet in response to different contexts and apply my knowledge and understanding of a balanced diet and nutrition to support others. I can apply a range of techniques to prepare a variety of nutritious meals.</i></p>	<p>Students in Years 7 and 10 learn in the 'Healthy Me' Puzzle that our bodies need a range of foods to stay healthy, and that this is known as a balanced diet. Every 'body' is different, so what works for one person might not be appropriate for someone else. (For example, an athlete needs a very different diet to a sedentary person.) Students are encouraged to be discerning and think about the sort of balanced diet that works better for them now. They explore the idea that some people (including themselves) need more of particular foods than others. The emphasis of health education in Jigsaw 11-16 is to find what works best for each individual, rather than sticking resolutely to a generic model that might not apply to everyone.</p>

<p>I can evaluate the connection between physical and emotional changes, independently selecting from a range of strategies to improve my physical and emotional health and that of others.</p>	<p>The Puzzle 'Changing Me' explores in detail the concept of change in many areas of life, as well as how physical and emotional changes are enmeshed, particularly during puberty and adolescence. Students are encouraged to observe their thoughts, feelings and behaviour (through mindfulness practice in each lesson) and become accustomed to recognising their patterns – so that they can find the correct strategy to help them manage it now and in the future. A wide range of management strategies is on offer in Jigsaw 11-16 lessons, so students to test out and evaluate for their usefulness and applicability.</p> <p>Students have the opportunity to learn and practise how to be more discerning and mindful human beings willing to participate as positive citizens; how to be solution-focused individuals – knowing how and when to solve their own problems, and when to seek help. They learn how to be resilient, caring people – caring for self and others. Crucially, students are encouraged to have questioning and challenging minds, to be emotionally-literate individuals, and to look for their own answers.</p>
<p>I can apply my knowledge of the behaviours, conditions and situations that affect my physical health and well-being, to keep myself and others safe. I can safely intervene, using learnt techniques, when others' physical health is at risk.</p>	<p>The focus on the determinants of health is evident throughout Jigsaw 11-16 as good health and well-being are pre-requisites for successful learning, happiness and positive life choices. It is also crucial for understanding that young people need to be empowered to understand themselves and their minds in order to combat stress, pressure and influences that may cause them harm.</p> <p>In Jigsaw 11-16, students will have the opportunity to learn across the year groups...</p> <ul style="list-style-type: none"> <li>• About mental well-being, emotions, concerns and when/where to seek help</li> <li>• About the internet, how to stay safe and what harms exist, including gambling, bullying and advertising</li> <li>• About physical health and fitness, how to stay well and manage stress, as well as other potential health concerns</li> <li>• About healthy eating, and what constitutes a balanced and appropriate diet</li> <li>• About drugs, tobacco and alcohol, the law, the physical risks and dependency</li> <li>• About protecting health and preventing illness, and the importance of sleep in this</li> <li>• About basic first aid</li> <li>• About how bodies change over time, particularly in adolescence</li> </ul>
<p><b>How we process and respond to our experiences affects our mental health and emotional well-being.</b></p>	
<p>I can use my self-awareness to appreciate the complexity of my emotions and apply strategies to self-regulate them in a healthy way and to connect with others.</p>	<p>The Jigsaw Approach is underpinned by mindfulness and this aims to empower students to learn now and improve their life-chances later, and to help them develop personal awareness. Mindfulness practice enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it, allaying and managing stress and anxiety and helping grow gratitude and appreciation, a positive psychology towards life.</p> <p>The latest guidance recommends that schools needs to teach social and emotional skills. These skills are too important to only be learnt by osmosis, which is why Jigsaw 11-16 develops them in a structured and developmental way throughout every age group. A programme like Jigsaw is so helpful to schools, because it sets out exactly how students learn best and how to teach skills that lead to better social, emotional and mental health, which in turn builds the capacity to learn.</p> <p>Schools using the Jigsaw programme can be confident that a focus on well-being and mental health not only enables them to provide healthy and happy school environments for students and staff, and prepare the citizens of tomorrow with sound character and values, but also directly supports their more immediate mission, which is shared by Jigsaw: the promotion of effective learning.</p> <p>One of the Puzzles (units) in Jigsaw 11-16 is dedicated to the development of relationships. In Jigsaw, the relationship with self (involving self-awareness, self-identity, innate qualities and skills of resilience, self-esteem) is the vital starting point, which has an impact on everything else, from decisions regarding health and well-being, to relationships chosen. Positive and successful relationships with others stem from this starting point, including others in friendships, family, communities and as a global citizen. Skills of empathy, intimacy, communication, negotiation and conflict resolution are enabled through Jigsaw 3-16, as appropriate at different ages and stages of development.</p>

<p>I can contribute towards a culture where talking about mental health and emotional well-being is encouraged and normalised.</p> <p>I can identify when to seek help based on a good understanding of my mental health and emotional well-being.</p>	<p>There are myriad ways in which Jigsaw, the mindful approach to health and well-being, helps students learn about, improve and sustain good mental health, and these lessons more than cover the requirements set out in the latest government guidance on teaching about mental health.</p> <p>Confidence in oneself, awareness of self-identity and authentic self-esteem– the backbones of good mental health – are sometimes difficult for students to develop. However, a tried-and-tested method is used in Jigsaw and is proving to be invaluable when helping students to become more successful in all aspects of their lives, not just as learners. The philosophy and practice of mindfulness, through which students learn to be aware of their thoughts and feelings in the present moment without judgement, and to direct their minds to focus on whatever they choose to focus on, is taught in every Jigsaw lesson – through the mindfulness practice time, through visualisation and through breathing techniques. Mindfulness philosophy is woven through many lessons to enhance this understanding and how it impacts positively in real-life situations.</p> <p>Teaching and learning methods used help young people to become more confident in themselves and their abilities, enabling them to speak and, crucially, to find their voice.</p> <p>Much of Jigsaw 11-16 explores how the adolescent brain is developing and how students can use a range of techniques to improve and maintain their mental health and confidence. The Puzzle ‘Healthy Me’ is the main vehicle for students to learn about mental and physical health. From the beginning to the end of the programme, students learn about taking responsibility for health, substances and their effects, nutrition, medicine, sleep, brain development, and mental illness and health. Healthy Me explores physical and mental health in equal measure, and this includes some input on relational and sexual health – which is a theme picked up further in the Relationships Puzzle.</p> <p>The whole Jigsaw programme aims to nurture self-esteem so that students feel ‘worthy’ of taking care of themselves, and how to support others in need.</p> <p>Note that, throughout Jigsaw, students are encouraged by staff to ask questions, to find someone who can help them, and ultimately to help themselves by becoming more independent. Each 11-16 lesson ends with signposting: the final slide of each lesson (11-16) features links to useful websites that are relevant to the messages of the lesson. Teachers are free to add local websites and/or services to the final slide of the lesson.</p>
<p>I can respond to current experiences, as well as reflect, and learn from the past, in order to anticipate and prepare myself and others for future experiences.</p>	<p>The Big Questions are designed to bring together all learning from the Puzzle and to develop critical thinking skills. Different questions feature across all year groups, so that students can track their own development and changing opinions as they progress through the Puzzles and through the year groups. This ensures a developmental and progressive scheme. It is also a good opportunity for student reflection and lends a philosophical aspect to the lessons.</p> <p>Each lesson is peppered with a series of questions (included in all parts of the lesson and featured on the slides/in the Notes section of the slides) to help facilitate the sessions and to encourage a flow of ideas and debates, often in response to current situations and pupils’ experiences.</p> <p>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 six workbooks from the six 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 (<a href="http://www.jigsawpshe.com">www.jigsawpshe.com</a>), thus providing an on-going 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 <a href="http://www.ncfe.org.uk">www.ncfe.org.uk</a> for more details).</p> <p>Jigsaw advocates for growing pupil voice, nurturing the belief in personal agency and reflection on young people’s roles in local and global community, as well as explicit teaching on politics and democracy all help to develop active and engaged citizens who can learn from the past and prepare for their futures.</p>

I can empathise with others which helps me to be compassionate and kind towards myself and others.

The relationship with self (involving self-awareness, self-identity, innate qualities and skills of resilience, self-esteem) is the vital starting point, which has an impact on everything else, from decisions regarding health to relationships chosen. Positive and successful relationships with others stem from this starting point, including others in friendships, family, communities and as a global citizen. Skills of empathy, intimacy, communication, negotiation and conflict resolution are enabled through Jigsaw 11-16, as appropriate at different ages and stages of development.

Jigsaw makes a significant contribution towards ensuring that the curriculum and the learning environment that students experience lays down a grounding in which, for instance, the ideological and emotional roots of extremist beliefs, attitudes and behaviours cannot flourish. This contribution emerges first and foremost through the underpinning philosophy of the Jigsaw Programme and the learning styles it advocates, but also through many aspects of the specific content of the themes or 'Puzzles' that make up the Programme.

Students are taught and empowered to know their own minds, to operate from a position of self-awareness, mindfulness and self-valuing, and to develop the capacity to empathise with others.

Jigsaw integrates numerous areas for student development through the entire scheme of learning. They have been mapped across the year groups and across each of the Puzzles (units) to ensure that there is full coverage of development opportunities through the entire scheme – featuring in every Jigsaw Piece (lesson).

Elements of each Jigsaw lesson will support student development of

- The emotional literacy domains: self-awareness, social skills, empathy, motivation and managing feelings, and
- The fundamental British values: democracy, rule of law, individual liberty, mutual respect and tolerance of others.
- The SMSC development opportunities: social, moral spiritual and cultural.

Numerous lessons in Jigsaw 11-16 afford students the opportunity to learn about their local and wider communities, to consider the wide variety of settings around them and beyond, and to practise essential social skills such as resolving conflict – many of which appear in the Celebrating Difference and Relationships Puzzles. These lessons provide a wealth of real-life examples and scenarios, where students can test out their understanding within a secure environment. Indeed, the skills of empathy, intimacy, communication, negotiation and conflict resolution are enabled through Jigsaw 11-16, as appropriate at different ages and stages of development.

## **Our decision-making impacts on the quality of our lives and the lives of others.**

I can set appropriate goals, plan a course of action and overcome challenges to achieve them.

Each Puzzle (unit) provides ample lesson activities that lend themselves to providing students with evidence of their personal development. Indeed, the Puzzles Dreams and Goals, Being Me in My World and Changing Me form the basis of learning about the forthcoming stages of life – focusing on preparation and transition and overcoming challenges. There are numerous lessons on making the most appropriate choices and having all the relevant information to make choices about education, training and employment.

There are numerous opportunities in Jigsaw 11-16 for teaching and learning about financial capability and economic well-being and the associated planning involved for success. The Puzzle 'Dreams and Goals' holds most of the explicit lessons on finances, where it looks at enterprise and fundraising, aspirations, jobs and careers. For all year groups, learning intentions are focused on perseverance, achieving goals and thinking about what needs to happen now so that things can be achieved in the future. Equally, the emphasis is on jobs and careers, and deciding on what is important in life.

Jigsaw 11-16 lessons in the Puzzle Dreams and Goals can add to the experience of the job world, through lessons on the job market, skills needed in the workplace, and coping with challenges, as well as lessons on situations that may occur at work, taught through scenarios. Lessons across the programme contribute by teaching students about themselves, their behaviour, their expectations, and how other people may be different/the same as them.

Jigsaw 11-16 resources can assist schools in their delivery of a robust and meaningful careers strategy. Indeed, the Puzzle 'Dreams and Goals' holds most of the explicit lessons on finances, where students study enterprise and fundraising, aspirations, jobs and careers. For all year groups, learning intentions are focused on perseverance, achieving goals and thinking about what needs to happen now so that things can be achieved in the future. Equally, the emphasis is on jobs and careers, and deciding on what is important in life.

Whilst the resources in Jigsaw 11-16 cannot facilitate work visits, etc., they can add to the experience of the job world, through lessons on the job market, skills needed in the workplace, and coping with challenges, as well as lessons on situations that may occur at work, taught through scenarios. Lessons across the programme contribute by teaching students about themselves, their behaviour, their expectations, and how other people may be different/the same as them.

<p>I can critically evaluate factors and implications, including risks, when making decisions individually and collectively.</p>	<p>All progress involves some elements of risk, exploration, curiosity and aspiration. This is healthy and needs to be understood and managed on an individual basis. It is a stance fostered by Jigsaw programme as it helps students learn more about themselves, others and the world.</p> <p>The Jigsaw Approach is underpinned by mindfulness and this aims to empower students to learn now and improve their life-chances later, and to help them develop personal awareness. Mindfulness practice enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives – and any risks involved therein. It helps them to remain focused on the present moment and thrive in it, allaying and managing stress and anxiety, and promoting the ability to make good decisions.</p> <p>The mindfulness practice in Jigsaw is developed through the unfolding of mindfulness philosophy within the lessons. For example, this might be explaining how the brain works, how thought-processes happen and the potential consequences of this; it would then explain how the mind can be best used in the context of whatever health and well-being content is being covered, for instance, when making decisions about relationships or using alcohol.</p>
<p><b>How we engage with social influences shapes who we are and affects our health and well-being.</b></p>	
<p>I have an understanding of the complexities of groups and situations, the interactions that take place within and between them, and their effect on those exposed to them.</p> <p>I can interact pro-socially in different groups and situations, and actively advocate for other individuals and groups.</p>	<p>Each Jigsaw 11-16 lesson has two learning intentions: the purple Learning Intention denotes what the students will learn in terms of health and well-being content; the green Learning Intention denotes what the students will learn in terms of social and emotional skills. This forms the basis for students to learn about themselves as social beings, about others and how each of us responds in different situations.</p> <p>Schools can be confident that a focus on well-being and mental health not only enables them to provide healthy and happy school environments for students and staff, and prepare the citizens of tomorrow with sound character and values, but also directly supports their more immediate mission, which is shared by Jigsaw: the promotion of effective learning.</p> <p>Schools can be confident that a focus on well-being and mental health not only enables them to provide healthy and happy school environments for students and staff, and prepare the citizens of tomorrow with sound character and values, but also directly supports their more immediate mission, which is shared by Jigsaw: the promotion of effective learning.</p>
<p>I can recognise and understand how people's values, attitudes and identity are shaped by different groups and influences.</p> <p>I can promote positive attitudes and values, and, where appropriate, I can challenge harmful ones.</p>	<p>Across the year groups, students learn about social groups, social mobility, and injustice and inequality in the Celebrating Difference Puzzle.</p> <p>Numerous lessons in Jigsaw 11-16 afford students the opportunity to learn about their local and wider communities, to consider the wide variety of settings around them and beyond, and to practise essential social skills such as resolving conflict – many of which appear in the Celebrating Difference and Relationships Puzzles. These lessons provide a wealth of real-life examples and scenarios, where students can test out their understanding within a secure environment. Indeed, the skills of empathy, intimacy, communication, negotiation and conflict resolution are enabled through Jigsaw 11-16, as appropriate at different ages and stages of development.</p> <p>The Jigsaw 11-16 programme provides school-wide benefit, particularly the mindfulness practice which enables self-awareness and regulation of emotions and behaviour. It teaches young people to become more self-reliant in managing their emotions, and gives them strategies to calm themselves when those feelings may become overwhelming. In addition to this, the direct teaching on social skills and the building and maintaining of positive relationships, will also directly benefit students now and in the future.</p> <p>The Celebrating Difference Puzzle specifically address protected factors in the Equality Act (2010) as well as increasing understanding of self and others and place in the world. Students learn about the protected characteristics and how to uphold them – and how to challenge harmful, prejudiced and discriminatory views.</p>

## Healthy relationships are fundamental to our well-being.

I can show an understanding of the complex nature of relationships in a range of contexts and an understanding of how they are influenced by a range of factors.

Understanding relationships starts with understanding the relationship with have with ourselves, which is explored in detail throughout Jigsaw, but most crucially in the Relationships Puzzle. It involves self-awareness, self-identity, innate qualities and skills of resilience, and self-esteem and is the vital starting point, which has an impact on everything else, from decisions regarding health to relationships chosen. This is the fundamental basis of relationships education in the Jigsaw programme.

Positive and successful relationships with others stem from this starting point, including others in friendships, family, communities and as a global citizen. Skills of empathy, intimacy, communication, negotiation and conflict resolution are enabled through Jigsaw 11-16, as appropriate at different ages and stages of development.

The emphasis in Jigsaw is on building healthier relationships – what they look and feel like and how to manage and sustain them appropriately.

Fundamental to improved relationships is self-regulation. One method of honing this skill is through the practice of mindfulness. 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 11-16 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.

I can make meaningful connections with others, valuing safe, healthy and equitable relationships in a range of contexts.

I can take steps to avoid conflict and to remove myself from unsafe relationships. I can draw on support systems for myself and others when needed.

Inclusivity and respect for self and others is integral to Jigsaw. Indeed, establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and students alike, is vital. It ensures that there are clear routines and expectations in place in each lesson, which foster a calm and well-managed learning environment.

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 students will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) Each Jigsaw 11-16 lesson starts with the Jigsaw Charter, and the principles within the Charter are upheld by students and teachers alike throughout the lesson.

There are aspects in all Jigsaw 11-16 lessons where students learn how to navigate life, to negotiate situations and know what to say or do and where to go for help, should they ever feel that they are in uncomfortable, risky or dangerous situations. As with all education about relationships, it starts with knowing oneself and being self-aware.

Throughout Jigsaw 11-16, there are numerous ways in which students learn about the keeping themselves safe both physically and emotionally, including when using technology. They are taught in age- and stage-appropriate ways, about what to say and do if they don't feel safe in a situation, or if something feels uncomfortable or not right to them, from bullying and unwanted physical contact to racism and being safe with technology. The emphasis is on helping students realise their independence and be responsible for themselves whilst knowing how and where to access advice and support when they need it. Likewise, students are taught and empowered to know their own minds, to operate from a position of self-awareness, mindfulness and self-valuing, and to develop the capacity to empathise with others as well as to think with discernment.

I can advocate the rights of myself and others.

This begins in the classroom with the use of the Jigsaw Charter in every Jigsaw lesson. Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and students 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. This includes the understanding of how, with rights come responsibilities, and it is up to everyone to take responsibility for themselves where possible, and to seek support when needed.

The lesson content throughout Jigsaw shows students how they can stand up for themselves and others, according to international human rights law, the Equality Act (2010) and the associated protected characteristics. For example, lessons in the Puzzles Being Me in My World and Celebrating Difference focus on cultural diversity, being respectful of other people's faiths and beliefs (with a keen sense of discernment that not all opinions must automatically be respected), and equality of human rights.

The 11-16 lesson plans in Jigsaw cover a wide range of topics, many of which may be sensitive and/or controversial: we do not back away from such topics, and we encourage their teaching to be done with sensitivity and professionalism, mindful and respectful everyone's rights to different opinions, values and ideals.

By teaching Jigsaw 11-16 lessons well, school settings can expect to develop discerning and mindful human beings willing to participate as positive citizens, with questioning and challenging minds that want to learn and to challenge inequality. The Jigsaw 11-16 programme encourages students to develop their self-knowledge for self-efficacy, their emotional literacy skills, and their exploration skills – looking for their own answers and feeling confident in themselves.

