



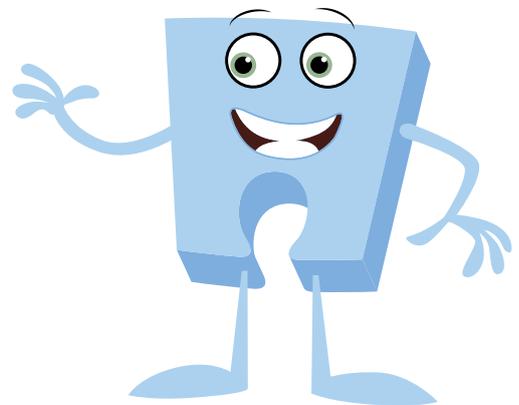
How Jigsaw can support schools in evidencing the Independent Schools Inspectorate Inspection Framework 2019.

Jigsaw, the mindful approach to health and well-being, for ages 3-16, is a comprehensive teaching programme for Personal, Social and Health Education. It covers all aspects of health and well-being in a progressive scheme of work, including all the DfE statutory requirements for Relationships Education.

In a lesson a week for every year group, learning themes are returned to and developed each year through 6 half-termly units called Puzzles. The whole school works on the same Puzzle at the same time, each year group at its own level, aiding differentiation, creating a spiral curriculum and enabling (for ages 4-11) for each Puzzle to be launched with a whole-school assembly.

The Puzzles are sequential starting with Being Me in My World at the beginning of the school year and progressing through to the end of the Summer term:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me



We believe that emotional and mental health are fundamental to learning, relationships and life. A sense of identity, the feeling of belonging, coupled with inner strength, calm and resilience are essential for success. Jigsaw, the mindful approach to PSHE, is underpinned by mindfulness philosophy. Mindfulness practice in every lesson empowers young people to be aware of their thoughts and feelings as they arise, consciously making decisions about the ensuing actions and responses, thus enabling them to grow in self-regulation and support their own well-being to become confident and aspiring adults of the future, ready to challenge anything which may prevent them from achieving.

This document demonstrates how Jigsaw can support schools in providing evidence for ISI inspections. All italicised quotations are taken from the 2019 inspection framework. For further documentation supporting our independent schools, please see our mapping to the 2014 Regulations and 2019 Guidance.



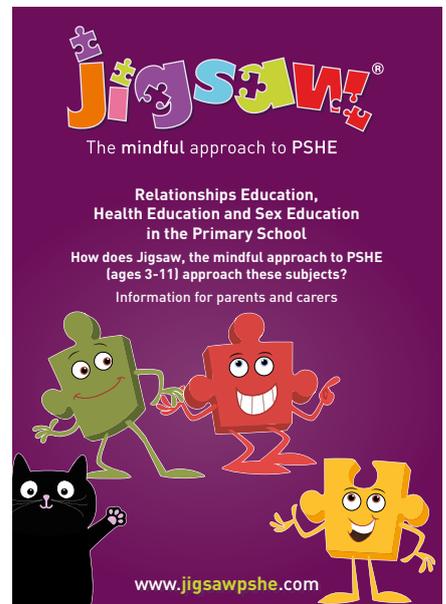
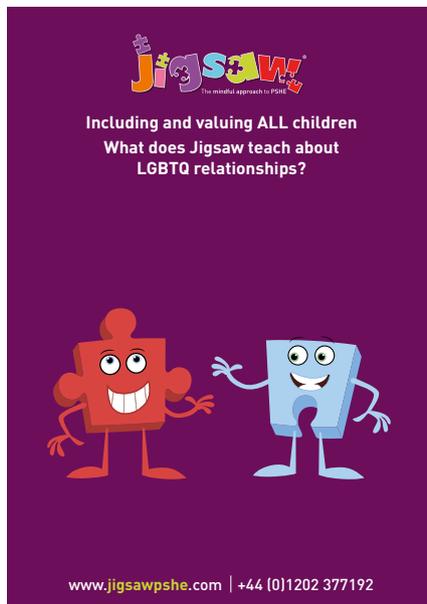
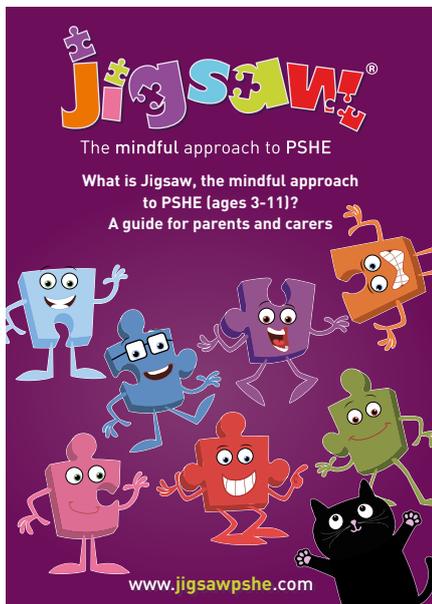
ISI inspections fall under 3 headings:

Inspection of Regulatory Compliance (RCI) only

“RCIs begin with the analysis of the school’s pre-inspection documentation, which begins prior to inspectors arriving at the school. As far as possible, regulatory policies are analysed from the school’s website. The inspection is led by a professional reporting inspector (RI), supported, as necessary, by one or more team members, depending on the size and organisation of the school.”

As part of our ongoing support for schools, Jigsaw provides sample policies for PSHE which can be populated by the school with their own information and choices e.g. regarding resources used for sex education. This is available as public information which can be placed on the school website along with a number of parent information leaflets which can also be published. These are:

- a general introduction to Jigsaw
- a leaflet explaining LGBTQ+ provision within Jigsaw
- Jigsaw’s provision for relationships, health and sex education





Inspections of Focused Compliance as part of a combined visit

“All regulations relevant to the type of setting are included in reporting but inspection focuses in more detail on specified standards. These include standards and requirements relating to safeguarding, including measures to guard against bullying; arrangements to check the suitability of staff; the provision of information to parents; and the handling of parents’ complaints. The specified areas of focus may be extended where evidence indicates a need for fuller inspection or at the request of the DfE.”

Although much of this would not be the remit of a PSHE programme, Jigsaw can contribute to the areas of safeguarding and anti-bullying. Safeguarding is a golden thread running throughout our provision and includes teaching all children from 3-16 age-appropriately e.g. to say no to touches they don't like or find inappropriate, where to go for help and support if they are not comfortable with a situation, how to stay safe in relationships both in person and on-line, and how to resist pressure and be assertive in their speech and actions.

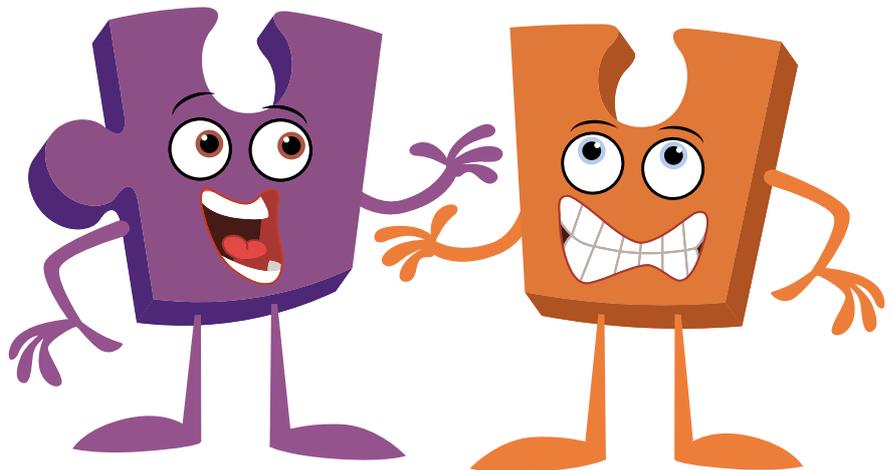
The Celebrating Difference Puzzle (6-week unit) specifically looks at how difference can be a cause for conflict or bullying and how we can overcome this by thinking of difference as a positive and enriching aspect of life. Children are taught what to do if they are being bullied or are witnesses, and can work on positive messages to make their school a bully-free zone. From Key Stage 2 this work extends to cyber-bullying as well as that which might happen in person.

This inspection will also look at policies on the school website as detailed above.

Inspections of Educational Quality as part of a combined visit

*“Educational quality inspection focuses upon the two main outcomes: **pupils’ achievement**, and their **personal development**. In so doing, inspection will identify the key features of the school’s provision that contribute to those outcomes and help to explain why the outcomes are as they are.”*

These are the areas where Jigsaw can most fully support schools. Pupil achievement can be evidenced in the work that children produce in their Jigsaw Journals and in teacher notes and records of the discursive elements of the lesson, as well as within the assessment proformas that we provide. Personal development will be evident from tracking the progress through the learning objectives in every lesson (especially the “green” element of emotional and social development for ages 5+).





The Inspection Schedule – Inspection of Educational Quality

“Educational quality inspections focus on the outcomes for pupils in terms of their **achievement and in their personal development.**” This is expanded below.

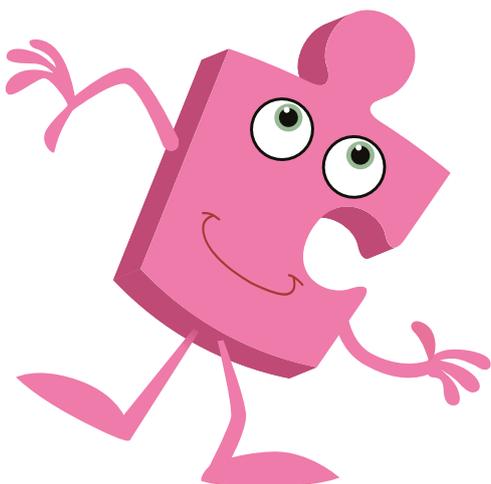
Evaluations of the quality of the outcomes for pupils

The table below maps support that Jigsaw provides against the schedule.

Pupil Achievement:

<i>In reviewing the pupils’ achievement, inspectors will evaluate the extent to which all groups of pupils, whether grouped by age, ability or need, make progress in relation to their individual starting points in terms of:</i>	How Jigsaw can support this:
<i>change in their attainment levels over time, including evidence from externally standardised tests and examination results</i>	Jigsaw provides assessment opportunities in every 6-weekly unit (Puzzle) which can be monitored over time to ensure progression and appropriate attainment. The Jigsaw 11-16 programme is also aligned to the NCFE RSHE levels 1 and 2 Awards and endorsed by the NCFE.
<i>development of their knowledge, understanding and skills across the areas of learning (linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education)</i>	Jigsaw specifically contributes to several of these areas. The Healthy Me and Changing Me Puzzles can support Science in their coverage of healthy eating, physical health and puberty and reproduction. Human and social areas are covered throughout with social games in every lesson and specific lesson content on building and maintaining healthy relationships. Jigsaw also includes creative opportunities wherever possible, especially in the end of Puzzle outcomes, examples of which can be seen on our website.
<i>development of their competence in communication (speaking, listening, reading and writing) and its application to other areas of learning;</i>	As a key factor in any relationships and social work, communication is a continuous focus within Jigsaw. Children have the opportunity to rehearse verbal responses to given scenarios, and also to openly discuss their ideas, thoughts and feelings. The use of the Jigsaw Charter and Jigsaw Circle ensure that children understand how to listen respectfully to each other as well as have the confidence to speak in front of the class. Use of the Jigsaw friend (a soft toy used as a distancing tool and talking object) supports this in the 3-11 age range. Research with children and teachers in Wales has shown a marked increase in oracy in children of 11+ who had worked with Jigsaw in the 3-11 year old range, when compared to previous cohorts who had not. See the video on our Wales page: https://www.jigsawpshe.com/primary-scheme-of-work-for-curriculum-for-wales-health-and-well-being/
<i>development of their competence in numeracy and the application of their knowledge and skills in mathematics to other areas of learning;</i>	Although this is not strictly the remit of a PSHE programme, Jigsaw does utilise numeracy skills in e.g. looking at data regarding health statistics and surveys.
<i>development of their competence in information and communication technology and its application to other areas of learning</i>	Jigsaw supports children in utilising information and communication technology safely and considering when and how to use it. Specific lessons based around the safe use of social media and gaming sites are included.
<i>development of their study skills, including the ability to draw upon a suitably wide range of sources and to develop higher-order skills, for example, to analyse, hypothesise and synthesise</i>	Scenarios are used throughout Jigsaw in order for the children to imagine what they would do in that situation. They are presented with the relevant information to analyse, and can then hypothesise the possible outcomes from different responses to that event. This allows them to consider a variety of actions and their possible consequences and therefore be better prepared to face them proactively. The Dreams and Goals Puzzle particularly supports learners in discovering how they learn best, and their strengths and areas of development.
<i>their achievements in scholarships and competitions, other academic distinctions, and success in sports, the performing and other arts;</i>	The Dreams and Goals Puzzle focusses on supporting students with resilience and confidence which enables them to tackle challenges and achieve success in all areas of their lives. They are shown how to break down goals and aspirations so that they can work towards them in manageable steps and persevere even when it is difficult. These goals could be academic, sporting, artistic or personal.
<i>their attitudes towards learning, including their ability to demonstrate initiative and independence, their competence in working collaboratively and the extent to which they take leadership in their learning.</i>	Especially in the Dreams and Goals Puzzle, children review their normative role within a team and are encouraged to take leadership. Throughout the programme, students have the opportunity to work independently, in pairs or small groups, and can take the initiative to direct their learning. They specifically learn how to work with people who might not be their preferred partner, or whom they might find difficult, and research and trial strategies to overcome this so that they can successfully collaborate with a wider variety of people.

<p>Inspectors will explain the most significant strengths and areas for development within these outcomes with reference to the contribution made in relevant areas of:</p>	<p>How Jigsaw can support this:</p>
<p><i>the curriculum and other opportunities and, in particular, how well they provide for the individual needs of the pupils</i></p>	<p>Because of the open-ended nature of many of the Jigsaw foci (as in “what would you do in that situation?”), pupils can consider their own starting points and make individual plans. Support is provided to enable all learners to make progress, and the use of the Charter, especially the “right to pass”, ensures that no child feels pressured to give a response if they do not feel comfortable to do so.</p>
<p><i>teaching, particularly in terms of the planning for, and delivery of, learning opportunities that enhance progress for all pupils;</i></p>	<p>Jigsaw provides lesson plans (or session plans for EYFS) for every week of the school year, ensuring the teachers are provided with the best and most age-appropriate resources and learning opportunities. Delivery can be enhanced by the training we provide via either resources supplied to the school for them to train in-house, or training from one of our experienced consultant team.</p>
<p><i>information handling, particularly in terms of identifying how well individual pupils are performing against expectations for their age and capabilities, monitoring their progress over time and evaluating all their achievements, including the non-academic, and communicating this information to parents and pupils;</i></p>	<p>Within every Puzzle (unit) there are opportunities for assessment. Pupils can self-assess weekly and these can contribute to the teacher’s formative assessment for the next session and also the summative assessment at the end of the Puzzle. Attainment descriptors are provided for working towards, achieving and working beyond to enable schools to monitor performance over time and against expectations. Because these self-assessments can be put into the children’s “Jigsaw Journals”, they are readily available to be shared with parents as well as enabling the children to chart their own progress throughout the year, and year on year. We also provide parent leaflets to explain aspects of the programme as detailed earlier in this document.</p>
<p><i>resource provision, particularly in terms of suitably qualified and trained staff and the availability of appropriate learning materials, equipment and facilities;</i></p>	<p>As stated above, Jigsaw provides plans, resources such as activity sheets and PowerPoints, the Jigsaw friend for 3-11 and the Jigsaw Chime to facilitate the “Calm Me” mindfulness practice. The lesson plans include vocabulary, resource lists, notes for the teacher and a Calm Me script. There are Class Teacher Sheets at the start of every Puzzle to ensure that staff can be fully prepared for the upcoming unit.</p> <p>Staff training is provided via a free PowerPoint or by a Jigsaw Consultant at a small additional cost. We also provide a supportive training library (Jigsaw Optimise) to enhance staff development.</p> <p>All materials are bespoke to Jigsaw and are therefore totally appropriate to the age and content.</p>
<p><i>management of evaluation, planning, implementation and monitoring that ensure that good progress is assured for all pupils</i></p>	<p>Our support for the PSHE subject lead both within the resources and via our community area on our website, includes advice about forthcoming planning and implementation. The assessment exemplars and descriptors support accurate judgements and the record-keeping assessment grids provided allow straightforward monitoring of progress and attainment.</p>

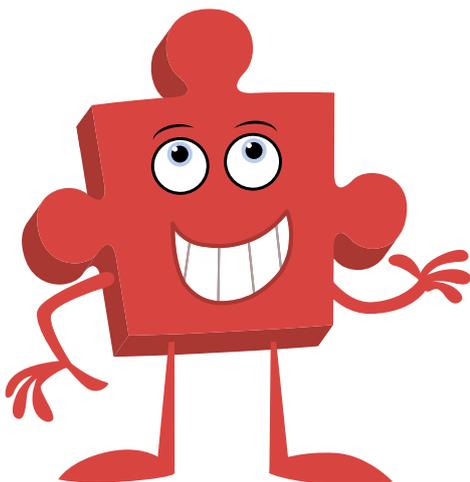


Personal Development:

<p><i>In reviewing the pupils' personal development, inspectors will evaluate the extent to which pupils, as relevant to their age and ability</i></p>	<p>How Jigsaw can support this:</p>
<p><i>develop their self-esteem, self-confidence and resilience, including an understanding of how to improve their own learning and performance, so that they are well prepared for the next stage of their lives</i></p>	<p>The relationships Golden Thread throughout Jigsaw ensures that pupils start with their relationship with themselves. They learn how to take compliments and truly understand their own strengths in order to support positive self-esteem. This improves their confidence and gives them an in-built resilience to any obstacles they may face. In Dreams and Goals they specifically consider and evaluate ways to overcome barriers and improve their own learning strategies. These are important skills not only for their current educational stage but also for life.</p>
<p><i>understand that the decisions they make are important determinants of their own success and well-being</i></p>	<p>Throughout Jigsaw, children are learning that there are always consequences for the choices and decisions that they make. This is especially studied in "Being Me in My World" where they consider Rights and Responsibilities and how their actions impact on their own success and well-being, as well as that of others.</p>
<p><i>develop spiritual understanding and an appreciation of non-material aspects of life, whether religious, philosophical or other</i></p>	<p>The mindfulness embedded within Jigsaw ensures that children are given time, space and opportunity to enhance their own spiritual growth. By being aware of thoughts and feelings in the present moment, children nurture an appreciation of their lives and can consider those elements which benefit from deeper reflection. The moral and ethical content of some Puzzles also allows children to appreciate the non-material aspects of life and their importance and impact.</p>
<p><i>distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others</i></p>	<p>Moral and ethical issues are examined age-appropriately throughout Jigsaw. In writing their own behaviour charter during the Being Me in My World Puzzle and learning about children's Rights, they appreciate the need for systems which promote positive behaviour. They learn to consider their actions and self-regulate their behaviour through the language of the United Nations Charter (UNCRC 1992) which specifically considers their responsibility towards others.</p>
<p><i>are socially aware and so are able to work effectively with others, including to solve problems and achieve common goals</i></p>	<p>As mentioned above, children have the chance to work with a variety of groupings in every topic, and have specific teaching on how to work well in group, compromise and achieve goals by working together. This is especially focussed on in Dreams and Goals.</p>
<p><i>fulfil responsibilities and contribute positively to the lives of others within the school, including in boarding, the local community and wider society</i></p>	<p>Relationships and our responsibilities towards others are golden threads running throughout Jigsaw. Children particularly consider how they can positively impact on the lives of others in Being Me in My World and the Relationships Puzzles.</p>
<p><i>respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions</i></p>	<p>The Celebrating Difference Puzzle considers explicit differences between us, with the 7-11 age range looking at aspects of the Equalities Act and the Protected Characteristics. Difference is considered in light of the conflict it can cause, and children work on resolutions to this in order to enrich their lives with the diversity of cultures, races and traditions around them.</p>
<p><i>know how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle</i></p>	<p>Safety is a recurrent theme as we teach the children about developing a healthy attitude towards risks and the steps they can take to minimise these, both in "real life" and on-line. The Healthy Me Puzzle specifically covers mental and physical health such as relationships with food, sleep and exercise, and mental health is further enhanced through the mindfulness practice throughout the programme.</p>



Inspectors will explain the most significant strengths and areas for development within these outcomes with reference to relevant aspects of:	How Jigsaw can support this:
<i>the curriculum provided, including personal, social, health and economic education</i>	Jigsaw, the mindful approach to health and well-being, for ages 3-16, is a comprehensive teaching programme for Personal, Social and Health Education. It covers all aspects of health and well-being in a progressive scheme of work. Economic education is examined within the Dreams and Goals puzzle.
<i>the extra-curricular activities provided and the pupils' participation in them</i>	Not Applicable
<i>the role models provided by teachers and other adults in the school and the learning environment created</i>	Jigsaw is a school wide programme and its ethos can support any school mission statement or values. Jigsaw works best where all stakeholders are partakers in its methodology e.g. lunchtime supervisors, office staff etc and all model the language and values inherent within it. Staff training can include support staff as well as teaching professionals.
<i>opportunities for pupils to experience and develop independence, responsibility and leadership and the ability to make informed choices that will affect their future</i>	Especially in the Dreams and Goals Puzzle, children review their normative role within a team and are encouraged to take leadership. Throughout the programme, students have the opportunity to work independently and to take responsibility for their actions and choices. For example, the Changing Me Puzzle always looks ahead to the next stage of their education and encourages the pupils to identify actions they can take to positively affect their future.
<i>the effective promotion of positive behaviour within a wider culture of welfare that has regard to identifying and responding to individuals' needs and views</i>	The school-wide ethos of Jigsaw encourages a culture of respect and consideration of others. The Being Me in My World Puzzle teaches children about the power of their own views and how to air these appropriately through bodies such as a school or student council. The Jigsaw Charter ensures that every pupil knows that their voice will be listened to without judgement and with respect.
<i>where relevant, the role of boarding in personal development</i>	Not Applicable
<i>resource provision, particularly in terms of suitably qualified and effectively trained staff, and the availability of appropriate accommodation and facilities;</i>	<p>As stated above, Jigsaw provides plans, resources such as activity sheets and PowerPoints, the Jigsaw friend for 3-11 and the Jigsaw Chime to facilitate the "Calm Me" mindfulness practice. The lesson plans include vocabulary, resource lists, notes for the teacher and a Calm Me script. There are Class Teacher Sheets at the start of every Puzzle to ensure that staff can be fully prepared for the upcoming unit.</p> <p>Staff training is provided via a free PowerPoint or by a Jigsaw Consultant at a small additional cost. We also provide a supportive training library (Jigsaw Optimise) to enhance staff development.</p> <p>All materials are bespoke to Jigsaw and are therefore totally appropriate to the age and content.</p>
<i>processes of monitoring, evaluation, planning and implementation that ensure that good personal development is assured for all pupils</i>	Our support for the PSHE subject lead both within the resources and via our community area on our website, includes advice about forthcoming planning and implementation. The assessment exemplars and descriptors support accurate judgements and the record-keeping assessment grids provided allow straightforward monitoring of progress and attainment.





In conclusion, we believe the Jigsaw PSHE Programmes for ages 3-11 and 11-16 provide comprehensive coverage of everything that needs to be included in a PSHE Scheme of Work to support independent schools in meeting students' needs and equip them for life. Jigsaw is unique in that it is underpinned by mindfulness philosophy and practice and always holds children's and young people's personal development and wellbeing at its heart.

For more information:

www.jigsawpshe.com

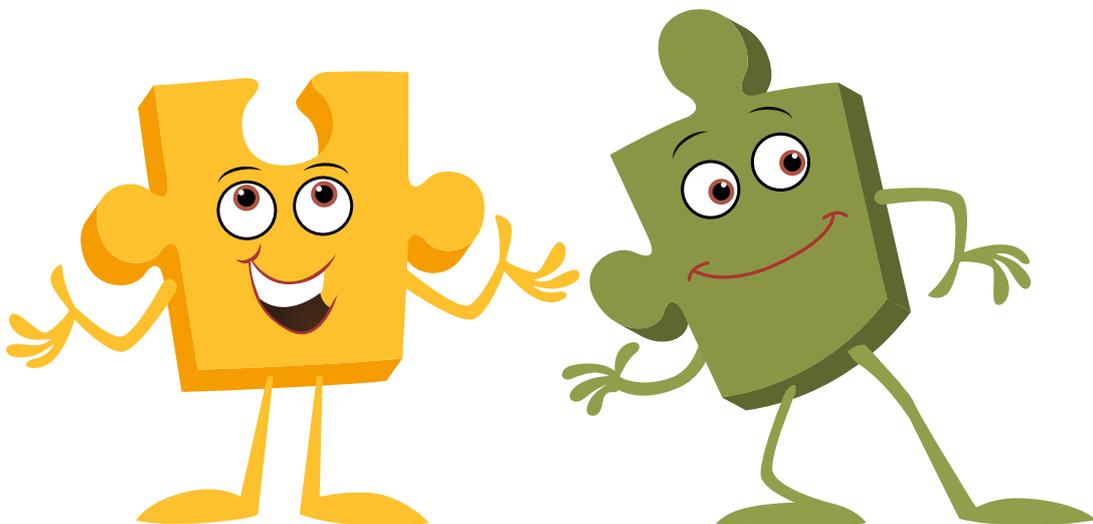
where you can download free sample materials for all age-phases.

Alternatively, you are welcome to contact us by phone:

+44 (0)1202 377193

Or by email

office@janlevergroup.com



www.jigsawpshe.com | +44 (0)1202 377192