



## How does Jigsaw support independent schools in fulfilling The Education (Independent School Standards) Regulations 2014 and the subsequent Department for Education Guidance (2019)?

Jigsaw, the mindful approach to health and well-being, for ages 3-16, is a comprehensive teaching Program 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.

Developing self-respect and an understanding of themselves is at the core of building respect for others. Jigsaw is inclusive, valuing all children and young people and expecting them to respect



others – this is a specified aim of the school standards. The UN Convention on the Rights of the Child (UNCRC, 1990), the Equality Act (2010), British Values and the Universal Declaration of Human Rights are all learnt about in Jigsaw. Throughout the Programs there is an emphasis on citizenship, social issues and injustice. Jigsaw also has clear purpose and intent throughout the Program, embedding values for life within the children and young people, which can be matched to a school's own aims and ethos by the use of the Jigsaw Charter. The students co-author the Charter with their teacher and it is used at the start of every lesson to create a safe place of respect and community. We believe that in educating students in these skills today, we are enabling them to develop their self-knowledge, self-esteem and self-confidence for their future lives.

Jigsaw PSHE 3-16 is supported by two additional Programs:

- The **Jigsaw Families Program** (for families of ages 3-11) is an innovative Program supporting children and their care-givers with the knowledge, skills and confidence to develop healthy, strong, lasting and loving attachment relationships. Jigsaw Families sessions provide an informal, friendly and safe environment to explore the challenges of being a parent and offers strategies to help meet families' needs and build a richer engagement with the facilitating school/setting.
- The **Jigsaw Resilience and Engagement Scale and Toolkit (REST)** (for ages 3-16) presents a straightforward, time-effective way for schools to determine each child's given starting point with regard to their resilience and engagement; then goes on to identify appropriate interventions to help build both, and provides lesson plans and a toolkit with which to do this.

Where relevant, these Programs have also been referred to in this document.

The Education (Independent School Standards) Regulations 2014 schedule (available at <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>) is further supplemented by The Independent School Standards Guidance for Independent Schools (published in April 2019, hereafter called 'the Guidance' and available at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/800615/Independent\\_School\\_Standards-Guidance\\_070519.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards-Guidance_070519.pdf)). Both of the documents will be cited and referred to within this paper. They refer to 8 parts. These are:

1. Quality of education provided
2. Spiritual, moral, social and cultural development of pupils (SMSC)
3. Welfare, health and safety of pupils
4. Suitability of staff, supply staff and proprietors
5. Premises of and accommodation at schools
6. Provision of information
7. Manner in which complaints are handled
8. Quality of leadership in and management of schools.

For the purposes of this document, parts 1,2 and 3 will be the major focus, with reference being made to the other parts if Jigsaw can support the school in evidencing them.

## Part 1: Quality of Education

According to the 2019 Guidance:

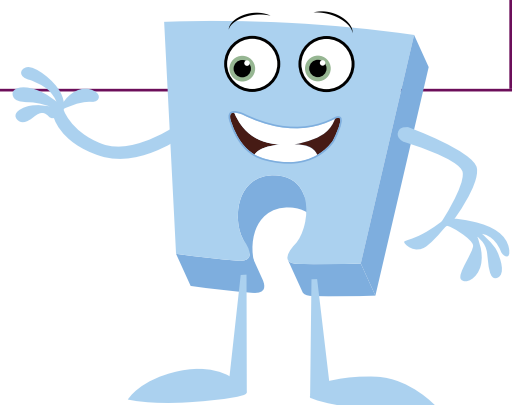
*“The overall purpose of Part 1 is to ensure that a school has a curriculum which covers a broad range of subject disciplines, delivered through teaching that will enable all pupils to make good progress according to their abilities, and that such progress is properly assessed as part of a continuous process which feeds back into lessons”.*

The basic requirement for paragraph 2, is that the school has a written policy which covers all the curriculum subjects taught, it can demonstrate how that policy will be implemented (e.g. through lesson plans) and details what is to be taught throughout the year to each year group (i.e. a scheme of work). There is a link here to the later paragraph (3a) on progress and attainment. Many of these aspects mirror the English OFSTED focus on intent, implementation and impact so our article at [www.jigsawpshe.com/wp-content/uploads/2020/05/How-Does-Jigsaw-PSHE-3-11-Support-Schools-in-Evidencing-Intent-Implementation-and-Impact.pdf](http://www.jigsawpshe.com/wp-content/uploads/2020/05/How-Does-Jigsaw-PSHE-3-11-Support-Schools-in-Evidencing-Intent-Implementation-and-Impact.pdf) may also support our independent schools.

Feedback from students has demonstrated their engagement with and the motivation they have from Jigsaw. Video footage of interviews with Jigsaw K to 5th Grade and secondary students giving unscripted answers and comments has proven this time and again. (See our website for the “What children say” montage.) Jigsaw can provide training from either a consultant in person, or via a video/webinar platform, to ensure that the teachers understand the ethos and principles of embedding Jigsaw effectively and are fully confident in the teaching and assessment processes.

The actual paragraphs in the Regulations specify certain aspects where Jigsaw both provides support or evidences the standard. These are detailed in the table below.

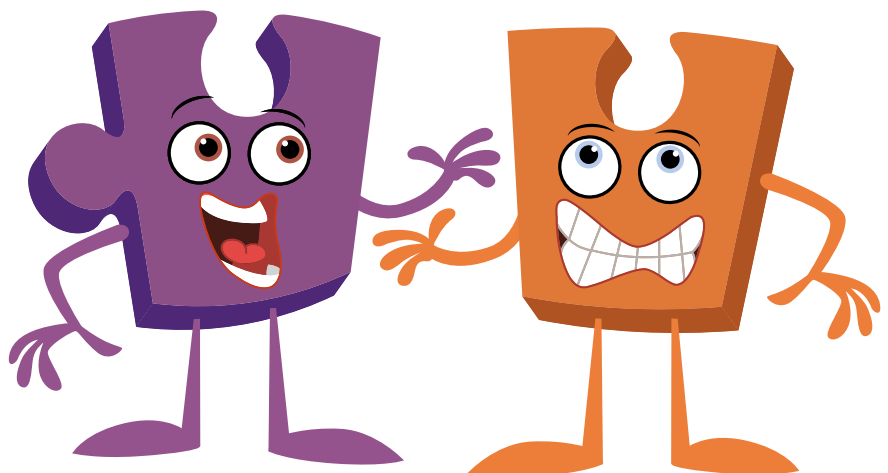
The Regulations	Jigsaw
2 (1) (a) The proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively, which demonstrates how the planned teaching will be implemented.	Within the Community Area of our website, editable sample school policies for PSHE are provided which schools can populate with their own details. Jigsaw provides overviews and “snapshots” so that the scheme of work can be seen quickly and easily, and detailed lesson-by-lesson planning for every year group to demonstrate how the planned teaching will be implemented. So, long, medium and short-term planning is all provided.
2 (1) (b) the written policy, plans and schemes of work- (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and (ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.	The sample Jigsaw policies, detailed plans and the overall scheme of work all document the learning in an age-appropriate way. Extra support is included for learners with additional needs and other documents are also available on our website to support specific difficulties such as sensory impairment or autism. British Values are inherent throughout Jigsaw and mapping documents are available to document this. Children are explicitly taught to respect and celebrate differences and to become aware of the democratic process in an age-appropriate and meaningful way by e.g. debating and agreeing upon their Class Charters.





Paragraph 2(2) lays out a long list of matters which must be considered. Those where Jigsaw has relevance are shown below:

The Regulations	Jigsaw
(2)b: that pupils acquire speaking, listening, literacy and Math skills.	Jigsaw promotes speaking and listening throughout the Programs. Children and young people are taught by the use of the Charter to respectfully listen to each other, wait their turn to speak and have the ability to speak to different audiences. Videos of students talking about their Jigsaw learning experiences show the students themselves reporting an increase in confidence and oracy as a direct result of using Jigsaw PSHE. This supports and satisfies paragraph 2.9 in the Guidance which states that schools <i>"must also address how lessons make provision which will encourage proper speaking and listening"</i> .
(2) (d) personal, social, health and economic education which- (i) reflects the school's aim and ethos; and (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;	<p>The school aims and ethos can be reflected in the Jigsaw Charter (which is written as a whole class with the teacher at the start of every year) and the work on rights and responsibilities within the Being Me in My World Puzzle (as suggested within the Guidance, paragraph 2.12). This theme is repeated progressively in every year group, which can then be a vehicle to ensure that the school aims and ethos are revisited in a meaningful way every year. Assemblies are provided for every Puzzle and the school aim and ethos can be further enhanced by integrating these with any values or aims which may be complemented by the theme of the Puzzle (e.g. working together or the school as a community would fit with Relationships). The Jigsaw Weekly Celebration, an attitude or behavior that is brought into focus each week, can easily be aligned to school values and character traits and used to build and reward these.</p> <p>The protected characteristics play an integral part in the Celebrating Difference Puzzle. For ages 7-11, different protected characteristics are studied in different year groups. These are specified in the overviews and within the lessons, ensuring that this complies with the Guidance (paragraph 2.13- 2.16). Protected characteristics are investigated thoroughly throughout the Celebrating Difference Puzzle in the secondary Program.</p>



(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that

- (i) is presented in an impartial manner;
- (ii) enables them to make informed choices about a broad range of career options; and
- (iii) helps to encourage them to fulfil their potential;

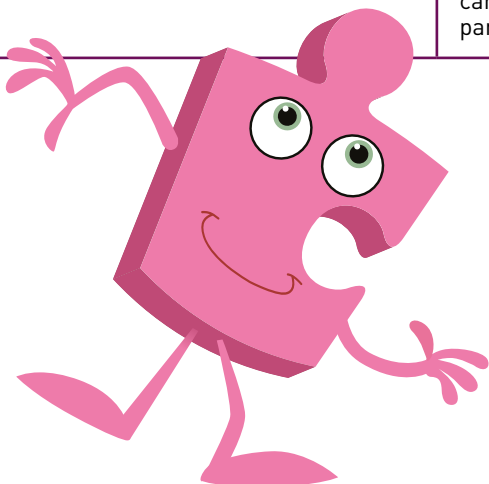
Paragraph 2.17 of the Guidance clarifies that this standard applies to pupils at least 12 years of age or at least 10 and a half if educated with senior pupils. Jigsaw actually begins age-appropriate careers education much earlier. Within the 3-11 “Dreams and Goals” Puzzle, children begin to learn about careers and financial education in an age-appropriate way. They are introduced to a variety of roles in order to raise their aspirations and broaden their horizons. Resources are child-friendly and include drawings and photographs to portray as wide a variety of roles as possible and challenge stereotypes. This is compliant with the Guidance which states, “*In the delivery of actual careers guidance, pupils of both sexes should be encouraged to consider options for their future working lives which are not stereotyped*”.



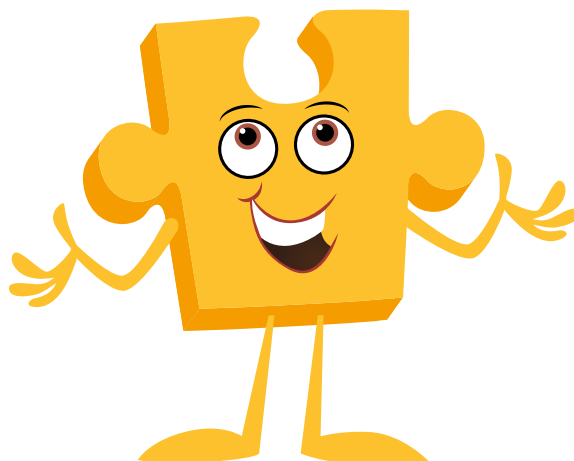
Jigsaw 11-16 provides a summative assessment ‘workbook’ in Lesson 6 of each Puzzle (unit), in which students record their learning. This builds a portfolio of their achievements and aligns with externally accredited RSHE Awards ([www.ncfe.org.uk](http://www.ncfe.org.uk)) The content of the 11-16 Program has been well-received by senior pupils. One Year 10 (14-15 years) Youth Parliament representative told us,

*“We learn about relationships, money, politics, work and all the things that will help us as we grow up, not just academic subjects like Science and Maths”*

These ‘workbooks’ (which can be completed online or in hard copy) can be used by the school to support judgements about progress and achievement in this area and evidence how the pupils can demonstrate an understanding of the career options available to them in adult life (an expectation of the Guidance, paragraph 2.17).

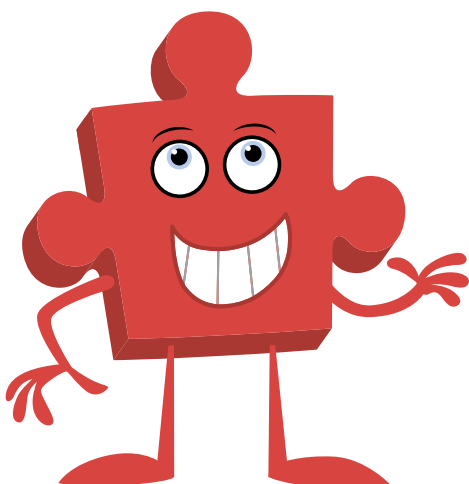


<p>(h) that all pupils have the opportunity to learn and make progress;</p>	<p>The guidance states that the curriculum needs to be a perfect fit between not demanding enough and being too demanding. As specified in 2(1)(b), support is included within the Jigsaw Program for learners with specific needs, and the diverse and inclusive resources (e.g. images) and materials ensure that all pupils can identify with what is being taught and discussed.</p> <p>The whole school approach enables teaches to easily differentiate by having access to the teaching and learning materials for all year groups. The attainment descriptors relate to both PSHE knowledge and skills progression AND to the development of social skills and emotional literacy, helping to flag up additional needs. Accurate assessment supports teachers in accurately pinpointing the attainment of individual learners and therefore knowing where to pitch subsequent lessons to ensure progress, ensuring effective implementation of the planning supplied (Guidance paragraph 2.20).</p> <p>The variety of topics, learning styles and activities included within Jigsaw PSHE ensure that students are appropriately challenged within the learning. Each lesson is planned in detail to meet its objectives (including, for example, questions to use to extend and challenge thinking) ensuring that the intellectual, physical, social and emotional needs can be met.</p> <p>Because of the progressive spiral curriculum within Jigsaw, students receive age-appropriate material for each topic. These include safeguarding, online safety and sex education in line with the Government statutory guidance.</p> <p>Jigsaw 11-16 has a Big Question in each Puzzle that stretches students to apply the learning philosophically e.g. Can I rely on myself to achieve my goals or do I need luck or destiny?</p>
<p>(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.</p>	<p><i>“Therefore, schools should be preparing pupils for engagement with public institutions and society at both national and local level; and for civic responsibilities, and contact with a wide range of members of society in England”</i> (Guidance paragraph 2.21).</p> <p>Jigsaw exists to educate the pupils of today into caring, responsible and community-minded adults of tomorrow. Pupils can demonstrate their engagement with society when asked about their feelings. Videos on our website demonstrates unscripted answers given by young people in response to questions about how they feel about their futures, their lives and how they will act as citizens.</p> <p>10-11 year old children told us: <i>“It is definitely getting me ready for adulthood. It changes peoples’ attitudes for what they think they are going to do when they are older.”</i> (See video on the Welsh page of the website.)</p>



### Paragraph 3 details teaching, learning and progress. Teaching at the school:

The Regulations	Jigsaw
<p>(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;</p>	<p>Teaching must enable pupils to “<i>make good progress</i>” (Guidance paragraph 2.24). The spiral and cyclical nature of Jigsaw ensures that topics/concepts are learnt about then revisited annually so that learning and skills can be embedded, and understanding can be increased. Jigsaw is progressive horizontally throughout the year, and with all ages working on the same puzzle at the same time, vertical progression can also be clearly evidenced. The continuation of the 3-11 Program into the 11-16 Program also aids transition, good progress and continuity between different age-phases of the school.</p> <p>The guidance also states that “<i>An effective system to track pupil progress will help provide evidence for meeting this standard.</i>” (Paragraph 2.24)</p> <p>To support the teacher in tracking each child, there is a ‘Summative Assessment: tracking pupil progress’ sheet. This sheet has three attainment descriptors for each Puzzle. The teacher can then use a ‘best-fit’ approach to decide whether the child is working towards, working at or working beyond the age-related expectation for that Puzzle, highlighting one green and one purple descriptor. (See (d) for attainment descriptor details).</p>
<p>(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;</p>	<p>As well as the self-motivation and application of effort engendered by the Jigsaw PSHE scheme of work (evident in our feedback from both children and teachers), Jigsaw clearly teaches children to think and learn for themselves.</p> <p>Open discussion and respectful airing of views is encouraged, using the Jigsaw Charter as the backbone for positive behavior in order to create a safe space in which to do this. Jigsaw 11-16 allows pupils to take their own learning forward if time within lessons does not allow for the teacher to lead all of the content.</p> <p>The Guidance states “<i>...schools should also feel able to encourage open discussion by pupils and staff of problems and themes which arise from the curriculum or everyday life. Schools which suppress debate and do not encourage questioning and individual opinion are not likely to meet this standard</i>”.</p> <p>Jigsaw not only encourages discussion by pupils and staff, but actively teaches children appropriate ways to do this in an ethos of mutual respect and consideration.</p> <p>The mindfulness practice in every lesson enables students to understand their own thought processes and emotions and to self-regulate. This empowers students.</p> <p>Further, the Jigsaw REST Program (Resilience and Engagement Scale and Toolkit) measures and builds resilience and wellbeing, some of the descriptors relating directly to the aspects noted in this guidance point.</p>







(c) involves well planned lessons and effective teaching methods, activities and management of class time;

**Jigsaw**  
Puzzle 2: Celebrating Difference - Ages 6-7 - Piece 1

**Boys and Girls**  
Please teach me to...  
I can understand that sometimes people make assumptions about boys and girls (prejudice)  
understand some ways in which boys and girls are similar and find points about this.

**Resources**  
Jigsaw-Chrome  
Calm Me script  
Jigsaw-De  
Jigsaw-Jemma Call  
Jigsaw-Jack Hay  
Four photo cards of children  
Four description cards  
Jigsaw-Charlotte  
Jigsaw-Journals  
My Jigsaw Learning

**Teaching and Learning**  
**Teacher Note**  
Please ensure you have read the Jigsaw Approach (the introductory chapter to these resources) at the beginning of each year group before prior to teaching the Puzzle.

**The Jigsaw Charter**  
Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the Jigsaw Charter on display.

**Connect us**  
Play 'Switch'.  
The aim of this game is for children to gain awareness of the similarities and differences between them, particularly the similarities. Therefore, throughout the game the teacher needs to have clearly identified similarities between the children who are in the same age group. Therefore, having children get to know with whom they have things in common (e.g. 'Did you notice who also walked when I asked who has a pet dog?').

**Calm me**  
Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will find our minds calm down so that we are ready to learn. Teacher to use the Calm Me Script and the Jigsaw Charter.

**Ask me this...**  
Close your mind feel calm and ready to learn?

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**Jigsaw**  
Being Me in My World - Ages 13-14 - Piece 4

**Puzzle 4**  
Being 'me' in a group

**PSHE Learning Intentions**  
I can identify differences between myself and others in my social groups  
I can explain how differences can be a source of conflict or a reason to celebrate

**Social and Emotional Skills Learning Intentions**  
I can manage differences of opinion within my social groups to maintain positive and safe relationships.

**Resources List**  
Jigsaw-Chrome  
Jigsaw-Charlotte  
PowerPoint slides  
UK Youth charity website

**Signposting Information**  
www.ukyouth.org.uk/so-we-are

**Learning Pod**  
Share the Jigsaw Charter  
Mindfulness practice  
Use the mindfulness script or audio file embedded in the slide to share mindfulness practice with the students.  
How am I in my group? Am I how to myself?  
Stimulus  
Calculate my uniqueness.  
Tell me how we  
Embrace your uniqueness

**Big Bit**  
Discussion on roles within groups.  
Post group v Friendship group activity.  
Reflection  
This keeps our relationships safe - we have things in common and things we disagree about. And that's fine!  
If you all disagree then this needs to be managed carefully - communicating is always the answer - listen to each other and talk things through.

**Finishing Facts**  
Being in a group doesn't mean you have to always agree - it would be boring if we were all the same.  
It is important that we respect that everyone has the right to be different.  
This keeps our relationships safe - we have things in common and things we disagree about. And that's fine!  
If you all disagree then this needs to be managed carefully - communicating is always the answer - listen to each other and talk things through.

**Support**  
Highlight where students can find out more information and where they can source support.

The Jigsaw scheme of work includes all lesson plans and a wide variety of teaching methods and activities in order to engage all learners. Jigsaw 3-11 lessons are paced and have separate sections, underpinned by the Jigsaw Charter, to ensure that good use is made of the time allowed.

The lesson structure is based on sound psychology and enables students to operate from an emotional state that maximises learning.

The Jigsaw 3-11 lessons are structured as follows, each assuming children are wanting to learn and asking the teacher to:

**Connect us** - This is a game or activity designed to be fun and inclusive and to build social skills, engendering positive relationships and enhancing 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** - Mindfulness practice introduced in Nursery and included in every lesson throughout the Jigsaw Program empowers students to be aware of their thoughts and feelings as they arise and have the ability to intervene and regulate these if they wish to. It is an invaluable life skill which also enhances reflection and spiritual development and creates a conducive internal and external learning climate.

**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 it deems significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each Piece (lesson). If done well, it will enable children to filter out activity around them not significant to the learning intentions, 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.

**Closure** - Each Piece needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children.

Jigsaw 11-16 lessons take a slightly different structure to give flexibility across different delivery models. The underpinning mindfulness philosophy and practice is still present in every lesson.



<p>(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons</p>	<p>Assessment in Jigsaw is both formative and summative and students and teachers are involved.</p> <p>Students are empowered to consider their own progress and learning. The full set of attainment descriptors has been carefully thought-through and give teachers the whole picture of learning expectations from age 3 to 16.</p> <p>This supports Guidance criteria in paragraph 2.27, <i>“The school should have, and use, data or other information to track pupil progress. This provides evidence that this requirement is being met through the use of appropriate attainment data”</i>.</p>
<p>(e) demonstrates good knowledge and understanding of the subject matter being taught;</p>	<p>Detailed lesson plans support high quality delivery consistent with the Jigsaw ethos and structure. Training can be provided to ensure that all staff are confident in this. Subject leader and class teacher information pages at the start of every puzzle, ensure that teachers can be sure that they have a good understanding and knowledge of the subject matter which will arise in that unit. Jigsaw Optimise also provides a further training library.</p>
<p>(f) utilises effectively classroom resources of a good quality, quantity and range;</p>	<p>A variety of resources and formats are integrated into the teaching of Jigsaw to ensure that all learning styles and needs can access the learning successfully. Media resources such as slides, weblinks, videos and audio files are used throughout Jigsaw 11-16 to enhance access and engage all learners. For the 3-11 age range, the use of the Jigsaw Friends (soft toys used as a distancing tool) also supports the development of skills. Children can rehearse e.g. dealing with a troubling incident with the Friend, and their own peers, in preparation for their current and future life.</p>
<p>(g) demonstrates that a framework is in place to assess pupils’ work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;</p>	<p>Jigsaw provides assessment data on both the children’s factual knowledge of the lesson content, but also their emotional literacy through the use of joint objectives in every lesson which are self-assessed by the children each week and by the teacher summatively. This then provides both quantitative and qualitative data to satisfy the Guidance paragraph 2.32, <i>“A written record of the assessment of pupils’ progress will help demonstrate that the standard is met”</i>.</p>
<p>(h) utilises effective strategies for managing behavior and encouraging pupils to act responsibly;</p>	<p>Jigsaw’s philosophy starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others.</p> <p>Rights and responsibilities are considered and the Jigsaw Charter establishes a safe and agreed set of ground rules conducive to positive and respectful behavior.</p> <p>Health Education in Jigsaw embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and mindfulness empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these.</p> <p>This supports the Guidance, paragraph 2.33 <i>“pupils’ behavior will be assisted where they are interested in their work and encouraged to think and learn for themselves”</i>.</p>
<p>(i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;</p>	<p>Jigsaw Programs explicitly teach about British Values and each lesson’s contribution to this agenda is mapped in detail.</p> <p>Respecting self and others permeates Jigsaw’s ethos.</p> <p>As stated in the Guidance, <i>“it is possible for teachers to convey in their teaching that either the values are wrong, or that they do not apply to the community served by the school.”</i> Providing that teachers adhere to the ethos of Jigsaw, and e.g. utilise the scripted questions and Calm Me resources provided, they will be supporting the ethos of British values.</p>
<p>(4) The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school’s own aims as provided to parents or national norms, or to both, is in place</p>	<p>In order to evaluate pupil performance, data is needed. Jigsaw provides assessment data on both the children’s factual knowledge of the lesson content, but also their emotional health and well-being through the use of joint objectives in every lesson which are self-assessed by the students as well as the teachers. This then provides both quantitative and qualitative information which can be relayed to parents and which can demonstrate that the school is teaching a PSHE Program which fits with its aims.</p>



## Part 2: Spiritual, moral, social and cultural (SMSC) development of pupils.

The Guidance explains the purpose of part 2 as:

*“The purpose of this Part is to ensure that pupils’ development in non-academic terms will enable them to play a confident, informed role in society, have a fully developed value system, and be able to interact with other people in a positive way”.*

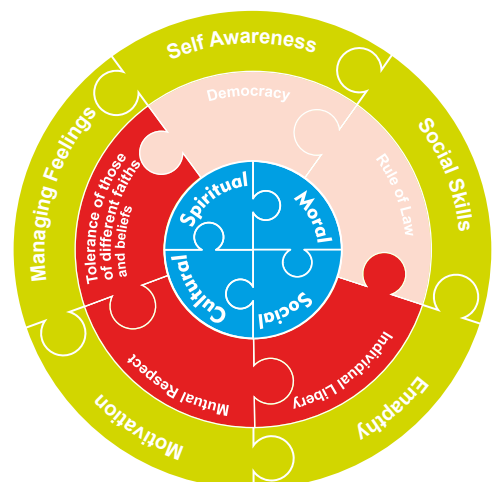
This domain is where Jigsaw really excels in supporting the school. SMSC is at its core and as it is a whole-school approach, rather than simply a lesson-a-week Scheme of Work, there are numerous layers built in that develop spiritual, moral, social and cultural development and that value every individual, for example, in the Jigsaw K to 5th Grade Program: praising one attitude or behavior each week through the Weekly Celebration, bringing the whole school together for Jigsaw assemblies and to sing the Jigsaw songs, and celebrating every child’s contribution to the school community through the ‘end of Puzzle outcome’ (a display or whole-school activity that includes everyone’s involvement or work). These elements enable the school to reflect their belief in the under-pinning importance of SMSC in practice. Assessment is provided for pupils and teachers enabling monitoring and evaluation, and these resources in the original Program can be further supplemented by the use of Jigsaw REST.

Each lesson’s contribution to SMSC development is mapped showing the extent of Jigsaw’s contribution to these aspects of the curriculum and students’ development.

Paragraph 5 lays out the detailed expectations for this part of the schedule.

The standard is met if the proprietor:

The Regulations	Jigsaw
(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;	<p>Guidance Paragraph 3.3 states, “Schools will best demonstrate compliance with this standard by having a clear strategy for embedding the fundamental British values, and through being able to show how their work with pupils is effective in doing so. Actively promoting the values also means challenging opinions or behaviors in school that are contrary to these fundamental British values”.</p> <p>In Jigsaw, British Values are clearly mapped and showing how Jigsaw can support the strategy the school is adopting in embedding them. Children are taught to understand and develop their own moral values and how to challenge assertively when they feel something is wrong.</p>



- (b) ensures that principles are actively promoted which:
- (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
  - (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
  - (iii) encourage pupils to accept responsibility for their behavior, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
  - (iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
  - (v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
  - (vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
  - (vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;

Jigsaw supports students in developing skills to ensure that they are ready for life. Factual knowledge across a range of subjects (e.g. drugs and alcohol education) is supported by teaching and rehearsal of a number of key skills (e.g. assertiveness, maintaining or mending relationships) and key strategies for physical, emotional and mental well-being such as mindfulness and how to cope with stress. Although acceptance and respect for each other are fostered in every lesson, Celebrating Difference particularly focusses on the protected characteristics and how our differences affect the world we live in and how these are unique and special, increasing the students' understanding of respecting others

As per the Guidance, paragraph 3.8, this will help students *“develop into self-assured, confident, happy positive young people.”*

It goes on to say that pupils should learn how to articulate their feelings and justify them....and be given responsibility and trust to develop their confidence. This has long been an outcome of Jigsaw PSHE, evidenced by feedback from children and teachers alike and also supported by other stakeholders such as Governors. Within the Dreams and Goals Puzzle, children are encouraged to “have a go” at different challenges, set themselves goals and identify those factors which may hold them back. They can then decide on a proactive course of action to overcome these difficulties. This will promote them becoming confident adults who can *“question things which prevent them developing”*.

Jigsaw provides content which includes a wide range of scenarios and resources which support students to become compassionate human beings who appreciate diversity. Learning about similarity and difference, equality and diversity and protected characteristics, and having the opportunity to discuss current issues in a safe environment, are all built into Jigsaw lessons.

Students look at the situations of young people in Britain and around the world and how their lives may be different and similar to their own. Feedback has provided evidence that they value this for their current and future learning and for its potential impact on the wider world. Paragraph 3.12 of the Guidance states, *“Schools should seek to develop pupils into individuals who know how to act responsibly, and who are capable of becoming more independent as they grow older while knowing the value and importance of making a positive impact on the lives of other people”*. This occurs throughout Jigsaw e.g. 10-11 year olds can consider charitable acts such as sponsoring a child in another country.

Even the young children experience democracy age-appropriately. Each lesson is built upon a Charter which underpins the behavior and respect that is the basis of Jigsaw. We provide a sample Charter, but children and their teacher can write their own to ensure mutual respect and ownership. This Charter can continue into the daily life of the students and permeates the way they treat one another. Coupled with this is the work on Rights and Responsibilities and appropriate democratic Student Voice within the first Puzzle each year. This Puzzle is called “Being Me in My World” and supports the pupils to understand their rights under the UNCRC and how they can play a vital part as agents for change. They are encouraged to show compassion. The capacity to democratically air student views is considered in depth. Group work is carried out in many lessons and students are taught to consider roles within groups and how confident they may feel to lead.

Subsections (c) and (d) preclude the promotion of partisan political views in the teaching of any subject and that opposing view are presented in any teaching of political material to give balance. Where current affairs, agendas or beliefs are discussed which may have a political bias, Jigsaw always presents a balanced view within the teaching materials and strives to show examples which challenge stereotypes and allow students to come to their own conclusions and beliefs about different topics. We clearly can only provide this material however and trust the professionalism of the teachers delivering it to ensure that it is presented fairly and in a balanced manner.





### Part 3: Welfare, health and safety of pupils.

In addition to the Jigsaw PSHE Program, outreach to families of Jigsaw K to 5th Grade-age children, to support welfare, health and safety can be facilitated by our Jigsaw Families Program. The sessions within this provide an informal, friendly and safe environment to explore the challenges of being a parent and offers strategies to help meet families' needs.

Further pupil mental health and welfare intervention can be utilised by the implementation of Jigsaw REST (ages 4-16) which can identify and support the resilience and well-being of pupils identified by its resilience and engagement scale and to provide interventions for those students who would benefit.

The Regulations	Jigsaw
<p>The standard in this paragraph is met if the proprietor ensures that:</p> <ul style="list-style-type: none"><li>(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and</li><li>(b) such arrangements have regard to any guidance issued by the Secretary of State.</li></ul>	<p>Safeguarding is one of the “<i>golden threads</i>” running through Jigsaw and the Jigsaw Charter ensures a non-judgemental, secure place to raise any concerns, safe in the knowledge that they will be dealt with sensitively at the time, then following the school’s safeguarding policy. Jigsaw training always emphasizes to teachers the “<i>confidentiality</i>” aspect of the Jigsaw Charter - that we ask the children to exercise discretion but this in no way negates the teacher’s right and obligation to record safeguarding issues with the appropriate member of staff.</p> <p>Jigsaw is fully compliant with the statutory guidance on Relationships, Health and Sex Education, of which safeguarding is an important part.</p>
<p>9. The standard in this paragraph is met if the proprietor promotes good behavior amongst pupils by ensuring that—</p> <ul style="list-style-type: none"><li>(a) a written behavior policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehavior;</li><li>(b) the policy is implemented effectively; and</li><li>(c) a record is kept of the sanctions imposed upon pupils for serious misbehavior.</li></ul>	<p>The Being Me in My World Puzzle encourages children to consider their own rights and responsibilities and explicitly teaches articles from the UNCRC. This allows interaction between students and adults to be conducted using this language and approach, evidencing the learning in practice. This leads to the formation of a behavior charter within the classroom and the school and can be utilised to effectively create, implement and revisit a purpose-built and specific behavior policy for the school.</p>
<p>10. The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.</p>	<p>Our own discussions and feedback from numerous schools have evidenced that students can articulate what they feel about the anti-bullying content in Jigsaw. For example, 10-11 year old children in Wales told us “<i>This is the first subject where we have learnt about real life problems. We have talked about drinking and smoking, how to stop bullying, and equality. It makes us feel more confident about speaking out.</i>”</p> <p>Anti-bullying is addressed in the Celebrating Difference Puzzle in every year group, approaching this from different angles and being quite sophisticated in expectations, always ensuring students know how and where to access help.</p>

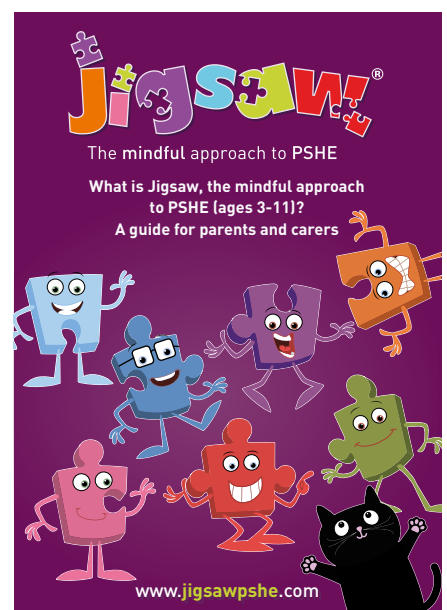
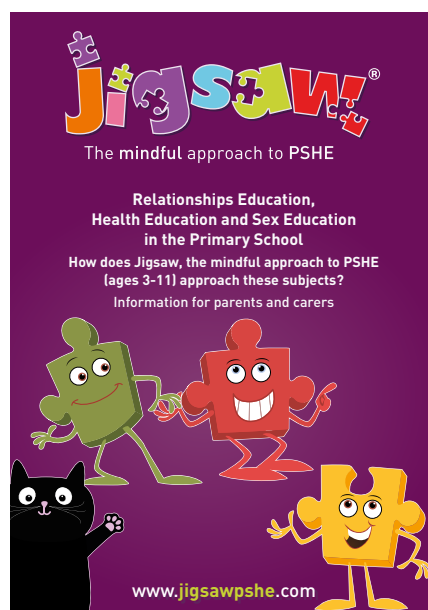
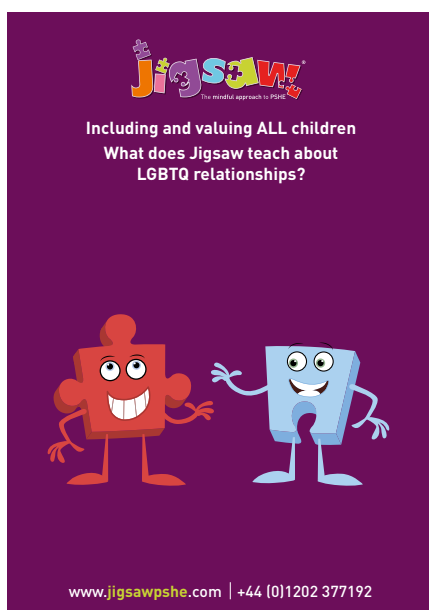


## Part 6: Provision of information

As stated in the Guidance:

*“This Part sets out what information must be provided or made available to parents of pupils and parents of prospective pupils, and to certain other people or agencies. It also contains requirements about the publication of information. It is intended to encapsulate the miniMom which parents and others need to form a proper picture of the school.”*

Along with the exemplars given within the assessment resources for Jigsaw, which could be used to support reporting of attainment and progress of the children, Jigsaw also provides information for the parents in the form of introductory leaflets and also parent workshops for health, relationships and sex education. These can be facilitated by our own consultants or can be delivered by the school using our free training resources.





## Part 8: Quality of leadership and management of schools:

The Regulations	Jigsaw
<p>34 1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school....</p> <p>(c) actively promote the well-being of pupils.</p>	<p>Individual lesson plans (with resources provided) empower teachers to have confidence in their teaching of well-being and global citizenship. To aid in the leadership of Jigsaw across the school there is a Subject Leader Preparation page included at the start of each Puzzle (unit) in the Jigsaw K to 5th Grade Program, suggesting the steps required to ensure that teaching staff feel supported, and the Jigsaw whole-school approach becomes embedded in practice.</p> <p>Supportive continuous professional development, especially in areas of sensitivity such as sex, health and relationships education, can be provided by our consultants or by the school well-being lead, using Jigsaw provided materials. As well as this, Jigsaw provides a designated mentor who can further support the professional needs of staff and subject leaders.</p>

In conclusion, we believe the Jigsaw PSHE Programs for ages 3-11 and 11-16 provide comprehensive coverage of everything that needs to be included in a PSHE Scheme of Work to meet 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](http://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@janleveragegroup.com](mailto:office@janleveragegroup.com)

We look forward to welcoming you to the growing global community of schools using Jigsaw.