



Welsh Network of Healthy Schools Schemes (WNHSS): Green Book (National Quality Award) and Jigsaw, the mindful approach to PSHE, ages 11-16

How does Jigsaw support the WNHSS indicators?

Category of WNHSS	Criteria	How Jigsaw 11-16 can support the criteria
Food and Fitness	4.1	<p>Jigsaw 11-16 offers an holistic health and well-being learning journey spanning the pupil's school career. 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>The Puzzle '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. Jigsaw 11-16 lends itself to cross-curricular opportunities via PE, Science and Food Technology.</p>
	4.2	<p>Schools using Jigsaw can be assured that it has been mapped to the latest guidance and reflects best practice in PSE. By using Jigsaw, teachers will know that their pupils are being taught everything that they need (according to the DfE RSHE guidance and the PSHE Association programme of study).</p>
	4.4	<p>Jigsaw 11-16 is a progressive, developmental scheme of learning, so from Year 7 onwards, pupils are taught in a consistent way – building on the knowledge and skills from the previous year group. This ensures consistency and rigour in message, and means that students will not get confused or confusing messages relayed to them in Jigsaw lessons.</p> <p>The overriding message in Jigsaw 11-16 is that food is fuel and is needed to keep bodies working effectively, now and for life. This means that students learn that food and drink are not necessarily rewards, and this builds upon what has been taught in Jigsaw 3-11. Students are encouraged to have a healthy relationship with food – one that is appropriate to their needs now and in the future.</p> <p>Students learn about a balanced diet, and are encouraged to notice what their bodies need; for example, how young person will need different foods to someone who is much older. This also links to the consistent message about physical activity: that is can be fun if you find the right activity to suit you, that it is necessary to keep the body working well, and that we need to be as active as is right for ourselves (there is no one-size-fits-all approach here).</p>

<p>Mental and Emotional Health and Well Being</p>	<p>4.1</p>	<p>The Jigsaw 11-16 lessons focus acutely on mental health and emotional well-being, with every lesson featuring mindfulness practice (where pupils experience and learn about mental well-being). Pupils learn about what has a positive impact on their learning, and how each person's experience is different. 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.</p> <p>The focus on mental health is evident throughout the lessons. The Jigsaw team is passionate about mental health being a pre-requisite for successful learning, for health, 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>Equally, there is emphasis on the determinants of health and this 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"> • About mental well-being, emotions, concerns and when/where to seek help • About the internet, how to stay safe and what harms exist, including gambling, bullying and advertising • About physical health and fitness, how to stay well and manage stress, as well as other potential health concerns • About healthy eating, and what constitutes a balanced and appropriate diet • About drugs, tobacco and alcohol, the law, the physical risks and dependency • About protecting health and preventing illness, and the importance of sleep in this • About basic first aid • About how bodies change over time, particularly in adolescence <p>Overall, the development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every Piece – and these are the skills that are most crucial in helping young people to have a healthier sense of self, of mental health and emotional well-being.</p> <p>There are myriad ways in which Jigsaw, the mindful approach to PSHE, 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. Confidence in oneself, awareness of self-identity and authentic self-esteem– the backbones of good mental health – are sometimes difficult for young people to develop.</p> <p>Perhaps most crucially in the quest for enabling pupils to make healthier choices is the Jigsaw philosophy, which is underpinned by the concept of mindfulness. From the very start and throughout the Jigsaw Programme, pupils are encouraged and helped to develop a capacity for observing their own thoughts and feelings within a context of 'calming' and reflectiveness. Mindfulness supports pupils (and adults) in regulating their emotions and building emotional resilience and in choosing and managing their responses rather than being caught up in negative and unconsidered thought-flows. Pupils and adults equipped with this capacity are consequently far less vulnerable to less healthy choices and behaviour. Indeed, mindfulness is a vital tool for life, as it wholeheartedly supports the regulation of emotion and builds resilience.</p>
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4.2	<p>Schools using Jigsaw can be assured that it has been mapped to the latest guidance and reflects best practice in PSE. By using Jigsaw, teachers will know that their pupils are being taught everything that they need (according to the DfE RSHE guidance and the PSHE Association programme of study).</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. 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>
5	<p>Each 11-16 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 – which, in turn, will provide evidence of pupils' views and can inform what is taught and how.</p> <p>In addition, the Big Questions that are part of each 11-16 lesson 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>
6.3	<p>Growing pupil voice, nurturing the belief in personal agency and reflection on their roles in local and global community, as well as explicit teaching on democracy all help to develop active and engaged citizens – schools can be assured that Jigsaw 11-16 offers this from Year 7 upwards. Numerous debate and discussion opportunities are offered as learning activities in lessons throughout the key stages.</p>
7.1	<p>Jigsaw 11-16 lessons are discussion- and activity-based, and the Jigsaw Charter sets the tone for a safe and positive learning environment – which means that pupils and staff alike can feel comfortable talking about mental health, and mental ill health, equally. 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>
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8.6	<p>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 11-16, as appropriate at different ages and stages of development.</p> <p>The 'Relationships' Puzzle (unit) has a wide focus, looking at diverse topics such as families, friendships, romantic relationships, equality in relationships, and love and loss – all of which can help to deliver the vital messages behind the Equality Act (2010) via the nine protected characteristics. A vital part of this Puzzle is about helping students identify and celebrate their own strengths and self-esteem. By default, staff who teach or participate in Jigsaw 11-16 lessons are exposed to the same activities and discussions and will, hopefully, have the same opportunities to develop their self-esteem while encouraging students to do the same.</p>



	8.7	<p>Jigsaw makes a significant contribution towards ensuring that the curriculum and the learning environment that students experience lays down a grounding in which they can thrive and 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.</p> <p>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.</p> <p>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).</p> <p>Elements of each Jigsaw lesson will support student development of</p> <ul style="list-style-type: none"> • 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. <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>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.</p>
Personal Development and Relationships	1.1	All schools that use Jigsaw 11-16 have access to a model policy on the Community Area of the Jigsaw website (www.jigsawpshe.com). This policy is kept up to date in terms of national guidance and is intended as a guide for schools to adapt to their own needs.
	4.1	<p>The Jigsaw Sex Education Pieces (lessons) aim to give students their entitlement to information about puberty, human reproduction, sexual health, consent and all aspects in the DfE Guidance, statutory from September 2020, and as appropriate to their age and stage of development. It is treated in a matter-of-fact manner to allay embarrassment and fear. We do not believe it is controversial. It is flexible enough for a school to ensure that the material fits their ethos and values. There is a strong safeguarding element to this work.</p> <p>The Puzzle 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 materials in Jigsaw are original so all schools are advised to check them carefully to ensure they fit appropriately with the philosophy and ethos of that setting. Schools with religious character will obviously need to check their own diocesan/organisation advice during this process. Sample policy documents are featured on the Community Area of the Jigsaw website to assist schools in updating policy in line with DfE guidance.</p>
	4.2	Schools can be assured that the Jigsaw PSHE teaching materials are the result of meticulous mapping to all relevant government guidance, often exceeding the standards expected by government; and many years of experience of working with children and young people, understanding their needs and how they learn best. The teaching materials can be adapted easily by teachers who know their students and understand how best to modify them to meet individual and group needs.
	7.1	The Jigsaw 11-16 lesson plans are more than adequate to teach students what they need to know by the time they finish Year 11. 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.
	8.1	We do everything we can at Jigsaw to support our schools and the Jigsaw team is able to offer training and information sessions for parents/carers about Relationship and Sex Education (outside of current restrictions, of course). We also offer a training presentation in the Community Area of the Jigsaw website for parents/carers (to be delivered by school staff) and our consultants are available to help in more detail if needed.

Substance Use and Misuse	4.1	<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 – thereby avoiding the need to use/misuse substances that can alter mind and body. The Puzzle 'Healthy Me' is where students learn about mental and physical health. From the beginning to the end of the programme, students learn about taking responsibility for health, about substances and their effects on ourselves and on others, nutrition, medicine, sleep, brain development, and mental illness and health. Healthy Me explores physical and mental health in equal measure.</p> <p>Jigsaw builds self-esteem, resilience and aspirations, as well as a positive view towards health and self-respect, all of which underpin drug and alcohol education. Drug education in Jigsaw lessons focuses on the importance of keeping yourself and others safe, and valuing your mind and body, which are the foundation stones of effective drug/alcohol education.</p>
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	4.3	<p>Schools using Jigsaw can be assured that it has been mapped to the latest guidance and reflects best practice in PSE. By using Jigsaw, teachers will know that their pupils are being taught everything that they need (according to the DfE RSHE guidance and the PSHE Association programme of study).</p> <p>All Jigsaw 11-16 lessons follow national recommendations, using distancing techniques and other well-evidenced approaches to help young people feel safe when learning about things that might concern them. Normative approaches are used too – emphasising that most people don't use recreational drugs, for example.</p> <p>Students have numerous opportunities to develop skills for life in drug education, with the focus on that skill development rather than learning facts about substances. While it is important to have some awareness of content, Jigsaw 11-16 lessons are more concerned with helping students understand themselves and others, know what causes people to turn to artificial means of self-soothing, and how to resist pressure. Fundamentally, it teaches young people to value themselves and their bodies.</p>
Environment	4.1	<p>There are no specific lessons on the environment in Jigsaw 11-16; however, the message that is returned to consistently throughout the scheme is that of caring for self, for others, and for the planet, thereby ensuring students understand their role as considerate, active citizens.</p> <p>Schools using Jigsaw can be assured that it has been mapped to the latest guidance and reflects best practice in PSE. By using Jigsaw, teachers will know that their pupils are being taught everything that they need (according to the DfE RSHE guidance and the PSHE Association programme of study).</p>
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Safety	4.1	<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 – while keeping themselves safe.</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>Pupil well-being is of crucial importance to the Jigsaw approach, and personal safety is an important component therein.</p> <p>The teaching materials cover basic first aid, health and safety, emotional well-being and online safety. This ensures a consistent and measured approach to teaching, particularly for such a crucial subject.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
	4.2	Schools using Jigsaw can be assured that it has been mapped to the latest guidance and reflects best practice in PSE. By using Jigsaw, teachers will know that their pupils are being taught everything that they need (according to the DfE RSHE guidance and the PSHE Association programme of study).
Hygiene	4.1	The subject of hygiene is covered amply in Jigsaw 3-11 lessons; therefore the 11-16 lessons do not cover it in much detail. However, within the Puzzle Healthy Me, particularly for Year 11, hygiene and sexual activity are covered in detail.
	4.2	Schools using Jigsaw can be assured that it has been mapped to the latest guidance and reflects best practice in PSE. By using Jigsaw, teachers will know that their pupils are being taught everything that they need (according to the DfE RSHE guidance and the PSHE Association programme of study).
	4.3	Consistent messages about hygiene begin in Jigsaw 3-11 and are extended to the end of Year 11, when the emphasis about hygiene is focused on sexual health, activity and keeping safe and well in a sexual relationship.

Much more information can be found on the specific pages for Wales at www.jigsawpshe.com

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