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| **Overall Rationale**  Jigsaw, the mindful approach to PSHE provides a thorough curriculum package for 3–16-year-olds. The rationale and philosophy underpinning  Jigsaw resources is based on mindfulness philosophy and practice, sound psychology and is evidence-based. Jigsaw have explored how the  brain works and how learning happens and have structured Jigsaw lessons to maximise these processes. Children and young people are at  the heart of all Jigsaw Programmes. We aim to improve their capacity to learn, their resilience and emotional well-being and mental health  and thereby enhance their life-chances. There are six Puzzles in Jigsaw (quickly identified by their colour scheme) designed to progress in  sequence from the beginning of each academic year:  • Term 1: Being Me in My World  • Term 2: Celebrating Difference (including Anti-Bullying)  • Term 3: Dreams and Goals  • Term 4: Healthy Me  • Term 5: Relationships  • Term 6: Changing Me (including Puberty and Human Reproduction Education) | | | | |
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| **Content and Sequencing**  The creation of Jigsaw is motivated by the genuine belief that if attention is paid to supporting children’s personal development in a structured and developmentally appropriate way, this will not only improve their capacity to learn (across the curriculum) but will ultimately improve their life chances. That’s why Jigsaw is completely child-focussed. The Jigsaw Approach provides a spiral curriculum and ensures there is progression throughout each year group. There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. All year groups work on the same theme (Puzzle) at the same time. The beauty of the spiral Jigsaw approach is that it is designed in a progressive and developmental  way: from the age of 3, children learn about keeping themselves safe, why it is important, and how they can get help if they need it. These messages are repeated and added to across all year groups. These explicit lessons are taught in the safe learning environment created by the teacher, the school ethos and the Jigsaw Charter.  Jigsaw carefully considers what to teach when, what is appropriate to teach explicitly and what messages are given implicitly. The aim is to empower pupils to understand that the world may sometimes present threats to their safety and to know how they can protect themselves from these, and to do this in a way that does not cause distress or fear. Jigsaw also builds the underlying resilience and skills needed to assertively protect oneself. | | **Meeting the needs of all Learners**  Jigsaw is tailored to meet the needs of all learners by being a fully child-centred approach which is accessible to all, including our disadvantaged pupils and children with additional needs. Pupils have the opportunity to share their learning in a variety of ways either through written work, a discussion, a debate, shared work or through a more creative means. Jigsaw is fully child-centred so that our young people are able to feel seen and represented, but also to develop their own personal goals, identity and strengths. Teachers are required to tailor sessions to meet the needs of all of their learners and to use contextual information when teaching more sensitive areas. One of the most important elements of the Charter is the Right to Pass, where children and young people understand fully that they do not have to participate in the discussion/activity if they do not wish to. This creates a space where they can feel safe and their wishes are taken seriously by adults and peers alike. This is vital when teaching about safeguarding in both an implicit and explicit way. They choose whether they speak or not and their right to pass is upheld and respected. Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. | | |
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| **Key Concepts**  Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development and these are key components of every PSHE lesson. Furthermore, the *Golden Thread* of the Jigsaw PSHE curriculum is relationships, which includes fostering healthy and safe relationships firstly with themselves, then their peers, families and even members of their local and wider community. | **EYFS**  At the end of a pupil’s time in EYFS, pupils will begin to develop and form positive relationships. They will show sensitivity towards the needs of others in addition to showing self-confidence and awareness by trying new things and taking risks. They will understand how to manage feelings and behaviour and show and talk about your own emotions and those of others. They will also be able to differentiate between positive and negative behaviour and understand that negative behaviour has consequences. | | **Links to Other Subjects**  Jigsaw PSHE and our PSHE approach at Badsley will support children’s learning in ALL curricular subjects by supporting pupils to:   * Have a sense of purpose * Value self and others * Form relationships * Make and act on informed decisions * Communicate effectively * Work with others * Respond to challenge * Be an active partner in their own learning * Be active citizens within the local community * Explore issues related to living in a democratic society * Become healthy and fulfilled individuals   Jigsaw also has strong links to reading, as children will have the opportunity to read through a range of materials during PSHE lessons. | |
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| **Retrieval Practice**  Pupils build on their learning from previous lessons and pupils will build upon skills and knowledge from previous knowledge. They will also be asked to practice and demonstrate their skills in all curriculum subjects and will draw upon the knowledge learned and skills gained during PSHE in all areas of the curriculum. | **Assessment and Outcomes**  The impact of learning is measured through the use of Jigsaw Journals, class discussions and observations which demonstrate what has been understood. Post assessment and reflection activities demonstrate the progression of knowledge, skills and understanding. Where learning is not secure, additional learning takes place to address this. | | | **Subject Leader Responsibility**   * Monitor the planning, teaching and assessment of PSHE through a triangulation of lesson observations, book scruntinies and pupil voice discussions. * Ensure that the school follows current legislation for RSE education. * Ensure that current contextual and safeguarding issues within both our school community and our local community can be addressed sensitively and appropriately through PSHE lessons. |