



Introduction to Jigsaw 3-11/12

What is Jigsaw?



A **whole-school programme** which comprises:

- A comprehensive and completely original scheme of learning from 3-16 years
- A detailed **weekly lesson plan** for all year groups, including all teaching resources (36 lesson plans per year group)
- A whole-school approach that includes supporting, assemblies, original music and songs, celebration activities and pupil assessment/tracking opportunities
- Guidance/training for teachers/SLT both in lesson plans and on the Jigsaw Community Area
- Jigsaw mentor for ongoing support



What's included in Jigsaw?

Each year group should have:

- 36 fully planned lessons, accompanying resources and PowerPoints
- A Jigsaw chime
- A Jigsaw friend
- A Jigsaw Jerrie cat

Whole school elements:

- Set of 6 launch assemblies
- 2 Introduction to mindfulness assemblies
- Set of 6 Jigsaw songs
- 36 Weekly celebration scrolls
- Access to the online Community Area
- Jigsaw mentor (for support)



The mindful approach to PSHE

The Jigsaw Structure



6 Puzzles

=6 Units/Themes
through the year

6 Pieces

=6 weekly lessons
for each Puzzle

Being Me in My
World



Celebrating
Difference



Dreams &
Goals



Healthy
Me



Relationships



Changing
Me



The Primary Snapshot Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

Full Lesson Materials

Region: England

Click the coloured icons
and Puzzle pieces
to download each ZIP file



Introduction for launching the Jigsaw
Programme (Launch Pack)



Jigsaw Music and Assemblies



Ages 3-4 (Nursery F1)



BM



CD



DG



HM



RL



CM



Ages 4-5 (Reception F2)



BM



CD



DG



HM



RL



CM



Ages 5-6 (Year 1)



BM



CD



DG



HM



RL



CM

A launch
assembly
for each
Puzzle!

plus

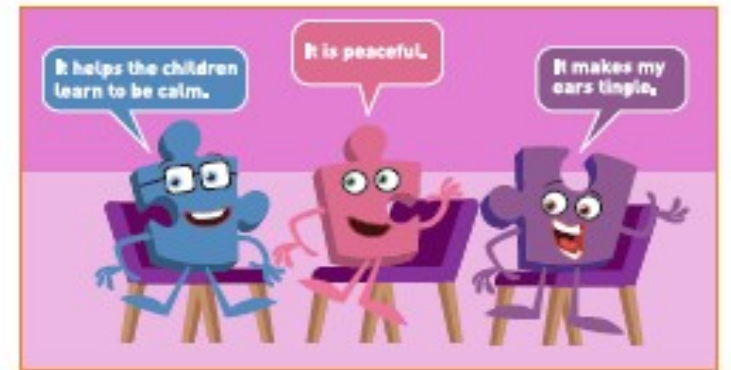
2 more
assemblies
explaining
Mindfulness

Being Me In My World

Launch assembly plus

- Assembly 1 explains Mindfulness and the Jigsaw Chime
- Assembly 2 introduces Jigsaw Jerrie Cat and Pause (Paws) Points

All the Jigsaw Assemblies, including the above, and the Jigsaw songs can be found in the Music and Assemblies file in your digital download.



The latest Jigsaw songs are:

- Together as One (Being Me In My World)
- There's a Place (Celebrating Difference)
- For Me (Dreams and Goals)
- Make a Good Decision (Healthy Me)
- R-E-L-A-T-I-O-N-S-H-I-P (Relationships)
- A New Day (Changing Me)





Weekly Celebration 3

This week we are celebrating people in our school who:

Know how to help if someone is being bullied

Weekly Celebrations



End of Puzzle Product e.g. The Garden of Dreams and Goals



**So, how do we teach
Jigsaw lessons?**



The Jigsaw Charter



Connect
Us



Calm
Me



Open
My Mind



Tell Me or
Show Me



Let Me
Learn



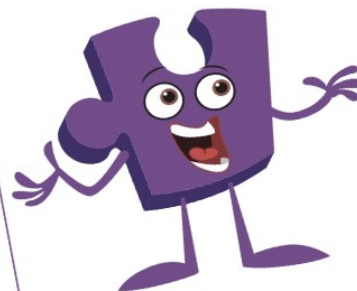
Help Me
Reflect

The Jigsaw lesson structure for Years 1-6

and P7



Puzzle 3: Dreams & Goals - Ages 7-8 - Piece 1



Dreams and Goals	
Puzzle 3 Outcome Our Garden of Dreams and Goals	Please teach me to... tell you about a person who has faced difficult challenges and achieved success respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)
Resources Jigsaw Chime 'Calm Me' script Laminated Jigsaw Charter Jigsaw Jino Jigsaw Jerrie Cat Challenge PowerPoint slides Challenge picture cards (PowerPoint slides) Jigsaw Journals My Jigsaw Journey	Vocabulary Perseverance Challenges Success Obstacles Dreams Goals
Teaching and Learning	
Note Teachers should ensure they are familiar with the Jigsaw Approach before starting this Puzzle (unit of work). The Jigsaw Approach is the introductory chapter at the start of each year group folder/set of materials.	
The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the laminated Jigsaw Charter on display.	
Connect us Play 'I sit in the garden'. With the children sitting in a circle, make sure there is an empty chair by someone in the circle. The person with the empty chair on their right moves into the empty chair saying, 'I sit...'. then the person next to them, who now has the empty chair next to them, moves into the chair and says '...in the garden...' and then the person next to them, who now has the empty chair next to them, moves into the chair and says '...and I would like... (person's name) to sit next to me.' That person chooses someone in the circle that they might not usually choose to sit next to them. This then frees up another empty chair somewhere else in the circle and the process begins again until all children have moved chairs at least once during the game.	
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 help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	
Open my mind Slides 1-6: Show the children the PowerPoint slides one at a time, each time asking the question, 'Is anybody in this picture facing a challenge?' Allow time for children to reflect on each picture but without discussing their thoughts.	

Ask me this...

Who might you choose that you haven't chosen before?
How does it feel to be chosen?

Does your mind feel calm and ready to learn?

Let me learn

Still in the circle, give each child his/her Jigsaw Journal and explain that this is their special book for Jigsaw lessons. Show them the Piece (lesson) 1 page and ask them to draw a picture of themselves feeling safe and special. Ask for some suggestions from the children before they return to their tables and draw their pictures. Some children could write 'I feel safe and special when...' as well as drawing their pictures.

Which child feels safe?
Where do YOU feel safe?
When do YOU feel safe?

Help me reflect

When the children have finished their drawings, invite several children to share their pictures and their ideas about when they feel safe and special. Reinforce the idea that you will always try to make each of them feel safe and special in your class.

Just before they return to the circle, ask the children which part of the Piece they have enjoyed the most today and help them write one word or draw one thing in the Reflection Puzzle Piece of their Jigsaw Journal.

Bring children back to the circle, praise them and read Part 3 of Jigsaw Jack's letter. Pass Jigsaw Jack around the circle so that each child has the opportunity to make him feel safe and special in their own way. Children may want to shake his hand, give him a hug or welcome him to their class.

What makes YOU feel special?

Notes

Please ensure you have read 'The Jigsaw Approach' notes (page 1) at the beginning of this Puzzle.

What have you enjoyed most about this Piece today?

Jigsaw for Early Years 3-5 year olds

Aligned to the national EYFS Framework, and updated every time the framework is updated





Puzzle 4: Healthy Me - Foundation 2 - Ages 4-5
Piece 2 - We like to move it, move it!



Learning Intention/s: I know which foods are healthy and not so healthy and can make healthy eating choices.

Foundation 2 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	(whole class) Warm up with a whole class game by playing the Bean game: baked beans - children pretend to sun bathe, runner beans - run, jelly beans - shake, jumping beans - jump, broad beans - broad shapes, chilli beans - shiver, string beans - hold hands with other children, beans on toast - all children run to teacher and curl up in ball whilst teacher pretends to be the fork and 'gobble' them up. Get quicker to increase their heart rates.
	Help Me Learn	Go through questions. Recap some of the sports and exercises they thought of in the previous Piece. Split class into groups of 3/4 and give them a sport they have to act out. Children then demonstrate to rest of the class, and the children try to guess which sport it is; they need to use their whole bodies. Questions: Feel your hearts: what is happening? How does your breath feel? What does your skin feel like? Why is it important to exercise?
	Let's Think	Cool down: stretch each body part - use all the correct terms for the bodies including the less familiar ones (wrists, ankles, elbows).

Child-initiated	Assessment opportunities/ Cross-curricular links		Home-learning/family links
Normal good practice	Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities Understanding the world Physical development Maths Communication and language		Encourage active play - adults to teach children an active game from their childhood, e.g. block 123, Bull dog, dodgeball, etc.

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Go outside and do an obstacle course together. Plan what each stage is going to be. Cheer each other on and time how long it takes to get the whole team through. Can you beat your time?	Large space needed Calm music to assist with the cool down Small apparatus Jigsaw Jenie Jigsaw Chime	Anything that promotes a healthy lifestyle - add to last week's display	Apparatus to support active play e.g. ropes, balance boards, bean bags, etc.

In each lesson, there are:

- Child-initiated and adult-led activity ideas
- Assessment opportunities and cross-curricular links
- Home-learning and family links
- Resources
- Display ideas
- SMSC mapped opportunities
- Outside learning ideas

Creating a safe learning environment

TOP TIP

Print out the Jigsaw Charter on A3 and laminate for your use during the year.



Starts with The Jigsaw Charter



Connect
Us



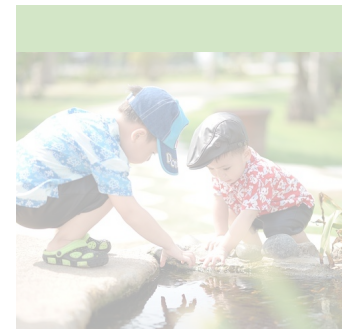
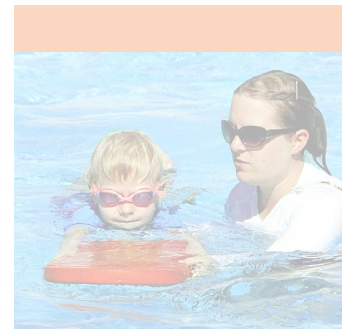
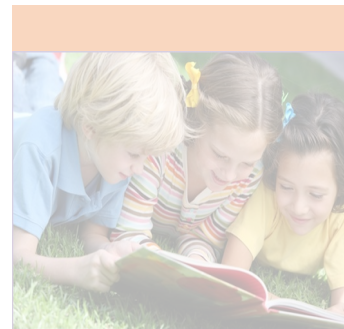
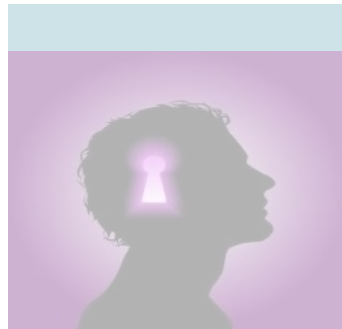
The Jigsaw Charter



Connect
Us



Calm
Me

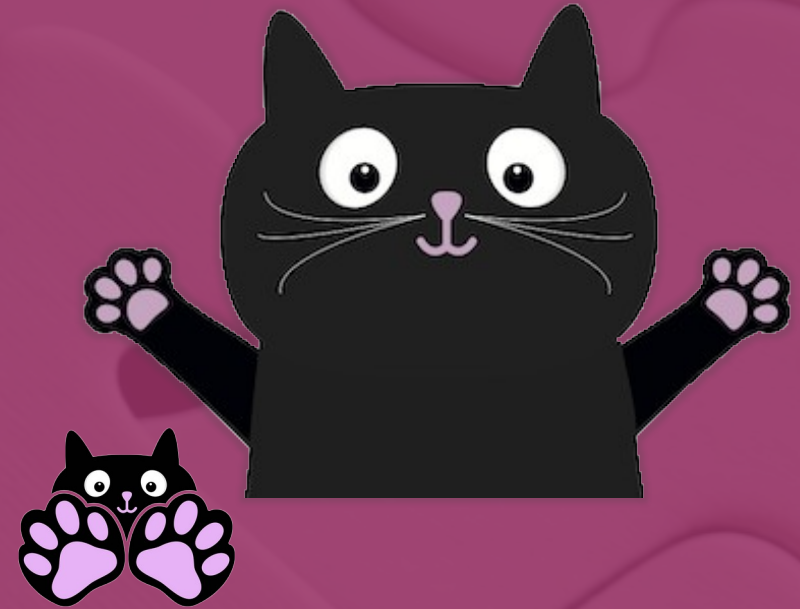


How is mindfulness 'taught' in Jigsaw?

- Content taught in lessons
(thoughts-feelings-actions sequences)
- 'Calm Me' / Mindfulness Practice
 - Breathing techniques
 - Awareness exercises
 - Visualizations
- Pause (Paws) Points (3-11/12)
with Jigsaw Jerrie Cat
- Reinforced through assemblies (3-11/12)



Introducing PAUSE (PAWS) POINTS with Jigsaw Jerrie Cat



- Pause Points are indicated in lesson plans by this symbol:
- Using Jigsaw Jerrie Cat (holding up his paws) or using the Jerrie PowerPoint slides in each lesson, the teacher asks the children to pause, and to identify what they are thinking and feeling in that present moment.
- This lasts for about a minute and the children's thoughts are kept private.
- Pause Points allow a quick and simple way to extend mindfulness practice within Jigsaw lessons and at any other time the teacher or children deem it appropriate.

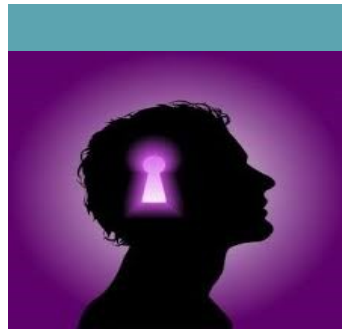
The Jigsaw Charter



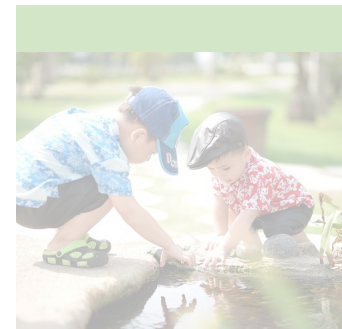
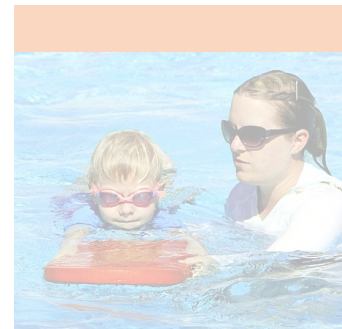
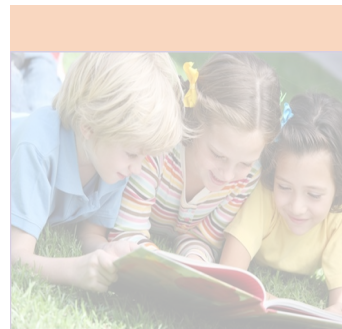
Connect
Us



Calm
Me



Open
My Mind



The Jigsaw Charter



Connect
Us



Calm
Me



Open
My Mind



Tell Me
or
Show Me



The Jigsaw Charter



Connect
Us



Calm
Me



Open
My Mind



Tell Me
or
Show Me



Let Me
Learn



The Jigsaw Charter



Connect
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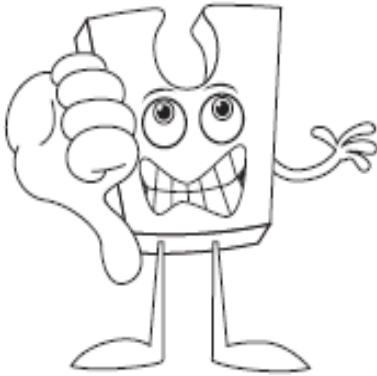
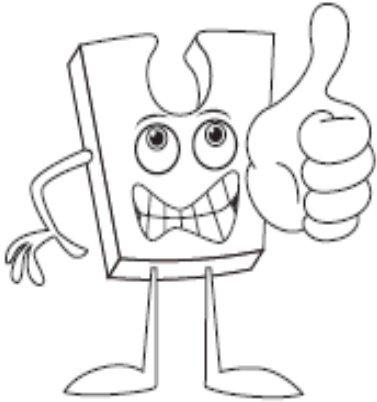
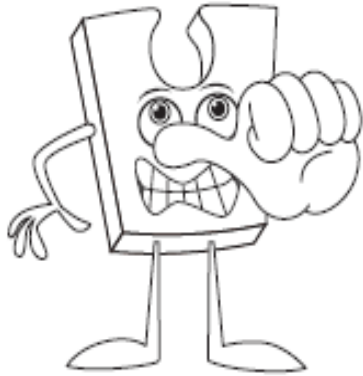
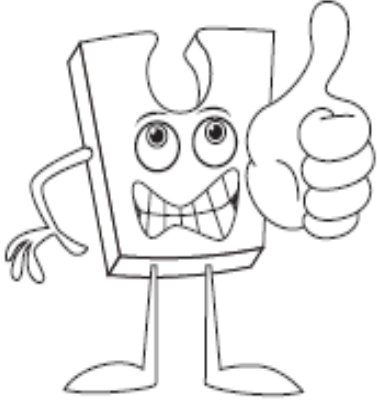


Let Me
Learn



Help Me
Reflect

My Jigsaw Learning Ages 5-6

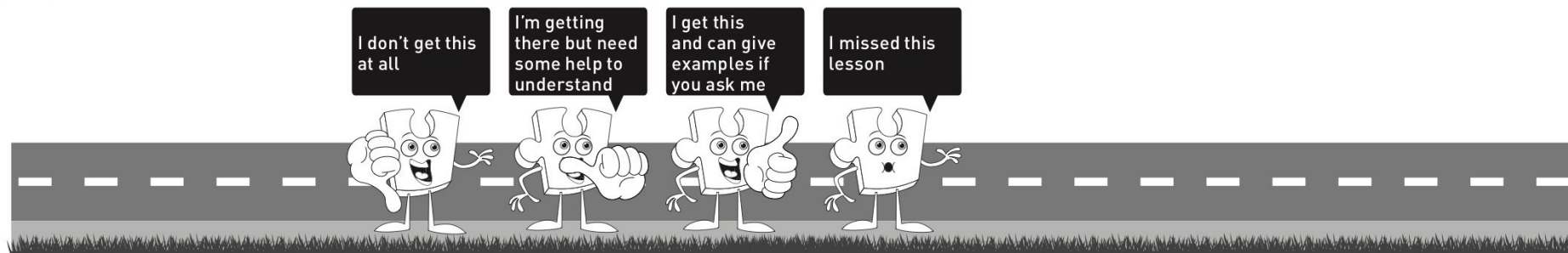
My Jigsaw Learning	Being Me in My World - Piece 3	Ages 5-6 years
Name		
I understand the rights and responsibilities for being a member of my class.		
I know how to make my class a safe place for everybody to learn.		

My Jigsaw Journey Ages 7-11 (12)

Name

					TINT BOX - To improve next time I...
Piece 4	I understand that my actions affect myself and others and I care about other people's feelings.				
	I understand that my behaviour brings rewards/consequences.				
Piece 5	I can make responsible choices and take action.				
	I can work cooperatively in a group.				
Piece 6	I understand my actions affect others and try to see things from their points of view.				
	I am choosing to follow the Learning Charter.				

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The Jigsaw Journal

TOP TIP

Decide as a staff team what is going to work for you in terms of collecting evidence of pupil progress.



Summative assessment (teacher assessed)

- The last lesson (Piece) in every unit of work (Puzzle) can be used as a summative assessment opportunity
- This is indicated on the lesson plan by the relevant Jigsaw Friend holding an assessment star like this:



Pupil Progress tracking grid

Ages 7-8

Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name					
	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 1 Being Me in My World		I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it. I can give you some examples of how to work/play well with others.	I can explain how my behaviour can affect how others feel and behave I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities. I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.	Comments
Puzzle 2 Celebrating Difference		I can tell you about a conflict that I have witnessed or been involved with. I can tell you how a conflict that I have seen or been involved with made me feel.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.	I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships. I can explain how the role of a witness in a conflict situation can be helpful/ unhelpful depending on their actions. I can suggest ways that I might act in these situations.	
Puzzle 3 Dreams & Goals		I can tell you something I did well in a learning challenge and something I want to get better at. I am happy to talk about what I did well and say why it makes me feel good.	I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can analyse my learning strengths and use this to design clear steps to help me improve. I am confident to discuss my successes and difficulties with others. I can analyse these feelings and explain how they can assist me in the future.	

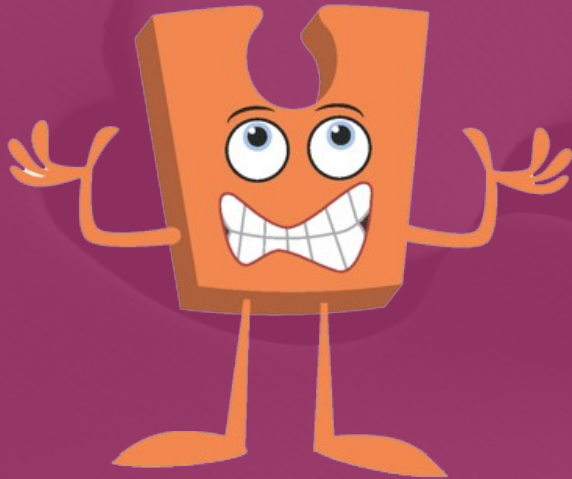
Supporting teacher assessment

A simple one page assessment guide is included with every Puzzle (unit) to support teacher judgements and moderation of children's learning.

WORKING TOWARDS	WORKING AT	WORKING BEYOND
Student responses may be limited to:	Student responses may demonstrate:	In addition to Working At, student responses may also demonstrate:
Description Naïve definitions or unsophisticated explanations Basic recall of lesson facts Naming, reporting or repeating back examples- perhaps those already included in the lesson (not thinking of different examples beyond those given in the lesson) Asking basic questions – may demonstrate the student has not understood the content Inability to make comparisons (or makes simple comparisons) of lesson content to other examples Demonstrating a limited internalisation of the concepts: A lack of personal resonance/ application with the lesson content Demonstrating a low level of cognitive challenge Poor acquisition of new knowledge Evidence of weak understanding A fixed stance: (unable/unwilling to change position) Basic vocabulary Weak development in skills Unconfident responses	A higher level of cognitive demand Application and comparison of the lesson content to other situations or scenarios Mental processing of information beyond simple recall Some decision making Evidence of problem solving Explanation of concepts with some reasoning The ability to categorise/ group, connect and identify patterns A degree of organisation in thought processes Inference and interpretation The ability to predict The ability to summarise a range of ideas succinctly A degree of personal resonance with the lesson content: can apply it to their lives and provide examples of this An increase in knowledge An increase in understanding A change of a feeling based on new learning A richer vocabulary An increase in a skill An increase in confidence	Abstract ideas Complex description Thinking and expression that involves solving complex problems Complex cognitive challenge The ability to discuss alternative outcomes or routes Justification of answers The use of evidence to support their thinking drawn from the lesson and beyond The ability to appraise or assess a situation : evaluation The ability to hypothesise An investigative approach: asks complex questions Creative solutions Deeper personal resonance: can apply the lesson content to their personal situation and discuss this in greater detail A reflective approach

Supporting teacher assessment

Specific assessment exemplification for every assessment activity is also included within the relevant lesson resources.



Exemplification for Ages 8-9 **Being Me in My World** Puzzle

These are examples of the style of answers that children may write/and say in response to Piece 6 in particular. The content could be different.

WORKING TOWARDS

A team will decide which jobs will be done by which people. In my school we have a Headteacher who makes all the decisions with the teachers. My class contributed to the Learning Charter so our ideas were listened to.

It's important to be listened to so that we feel valued and part of the school. I feel special because I am listened to.

Ages 8-9 expectation

WORKING AT

Listening to others is an important part of being a team that works well together. If everyone has their say then a decision can be made. If a team doesn't listen to each other some people might feel left out and their feelings will be hurt.

Democracy is important because everyone has the right to say what they feel and believe. If we didn't have democracy people might feel 'put down' and feel they don't have choices.

WORKING BEYOND

My advice for 'Orange Group' would be:

First elect a leader, by having a vote.

Agree that the leader can make final decisions but everyone has to be able to have their say first and then have a vote on it. If the vote is tied then the leader gets to choose.

If someone's idea isn't chosen they have to agree to go along with the idea that has been chosen and play their part in the team. That would be the responsible thing to do for the team.

Democracy is an important Human Right, like the right to be listened to (Article 12). In some countries there isn't a democracy and the children there don't have as many choices and opportunities like I have. Being listened to is fair. The final decision might not be what the person wanted or thinks, but if they have had their chance to say, then it is easier for them to accept the decision.

Assessment and pupil progress trackers



Jigsaw and Discovery RE already has agreements with these companies to embed Jigsaw/Discovery RE assessment statements into their software.

The aim for 2019-2020 is to extend to other tracking companies and by September all the above should have Jigsaw 2nd edition assessment descriptors available. You will be alerted when we know this is ready to go live.

Support for classroom teachers

A **Teacher Preparation Page** is included with each term's work allowing teachers to plan and prepare in advance.

This lists any additional resources to collect e.g. consumables.

It also highlights any printing requirements from the Jigsaw materials and additional planning considerations.

With some there are also additional teacher notes e.g. support and advice about the Changing Me (sex education) lessons.

Class Teacher's Preparation to Lead the **Being Me in My World** Puzzle with children Ages 5-6

NOTE: Each Jigsaw lesson contains a formative assessment activity for the children to complete called My Jigsaw Learning as part of the 'Help me reflect' section of the lesson. Teachers are free to decide whether this activity is appropriate for their cohort of children at this stage of the academic year, and perhaps to introduce this activity in later units (Puzzles) as the year progresses. If teachers choose not to use My Jigsaw Learning in this unit (Puzzle), then an alternative 'Help me reflect' to each lesson could involve passing the Jigsaw Jack Friend around and the children saying how they felt about the lesson and/or one thing they have learned. Teachers could use these comments as the children's formative assessments and make a note of them accordingly. Prepare each child a Jigsaw Journal by printing a Journal cover from the Community Area and sticking to the front of an exercise book or scrapbook. You may like to use a generic Primary or Key Stage cover for the front and then stick the specific year group cover inside to mark the start of the work for that year. If the Journal lasts more than one year, the same one can continue with the child by just sticking the next year group cover in as a divider.

Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: (All resources within Jigsaw)
Print a large Jigsaw Charter and laminate
- Piece 2: (All resources within Jigsaw)
- Piece 3: Soft sponge ball (optional)
Flip chart
- Piece 4: Treasure chest or a special box/container
Small pieces of coloured card (about 6 different colours)
- Piece 5: Whiteboards (optional)
Flip chart created in Piece (lesson 3)
- Piece 6: Flip chart/ colouring pens/pencils
Flip chart created in Piece (lesson) 3

Additional planning considerations

- Piece 1: Ensure enough 'My Jigsaw Learning' sheets have been **printed** (each child will need one) if being used. **Print/copy** Jigsaw Jack's letter.
- Piece 2: **Copy/print** enough 'My Jigsaw Learning' sheets, one per pupil if being used.
- Piece 3: **Copy/print** enough 'My Jigsaw Learning' sheets' if being used. **SAVE** the flipchart list your class creates from this lesson.
- Piece 4: **Print/copy**, enough 'My Jigsaw Learning' templates one per child if being used. Prepare coloured cards for the Connect us part of the lesson plan. **Prepare an 'I feel proud of you' ticket for each child in advance of the lesson.**
- Piece 5: **Copy/print** enough 'My Jigsaw Learning' sheets' if being used. Find the Flip chart your class created in Piece 3 (lesson 3).
- Piece 6: **Copy/print** enough 'My Jigsaw Learning' sheets if being used. Find the flip chart your class created in Piece (lesson) 3. **Copy/print enough end of Puzzle certificates and complete in advance for each child.**

Teachers can use this lesson to assess individual pupil understanding of the entire Puzzle and highlight the appropriate descriptors on the Jigsaw Summative Assessment: Tracking Pupil Progress sheets. There are assessment exemplifications to assist with these judgements within the Piece 6 resources. As a result, teachers may wish to make this lesson slightly longer than usual so children have sufficient time to complete the tasks.



Support for subject leaders



Subject Leader's Preparation to Lead the **Being Me in My World** Puzzle

The end of puzzle outcome for this unit of work is the whole school Learning Charter (see the Jigsaw Approach / folder introduction) for further details about this). If your school has been using Jigsaw for several years use these lessons to refresh the Learning Charter on an annual basis. If your school does not have a student council, you can elect students from each year group to take a lead in coordinating the Learning Charter, or designate this role to older classes as appropriate.

- 1) Ensure class teachers are aware that this Puzzle (unit of work) involves every class contributing to the Whole School Learning Charter.
- 2) Brief any staff (if needed) using training materials from the Jigsaw Community website. There is a Puzzle PowerPoint that can be shared with staff which outlines the main 'themes' for Being Me in My World.
- 3) Discuss Jigsaw song with school's music lead to include within any singing/music sessions as appropriate.
- 4) Decide who is going to lead the Puzzle Launch Assembly and ensure they have the appropriate resources.
- 5) Coordinate the Weekly Celebration Scrolls.
- 6) Identify and signpost any staff to training materials (and videos) on the Community pages of the Jigsaw website to support their understanding of the elements of Jigsaw such as mindfulness (Calm me).
- 7) Ask staff if they have any questions about any aspects of the Puzzle Pieces (lessons) and offer support as necessary. Signpost staff to the Preparation Sheet for teachers so they can prepare resources and consider any further teaching/ timetabling considerations when planning in advance of the Puzzle (unit).

Please contact your Jigsaw Mentor if you need support or to ask questions about any of the above.

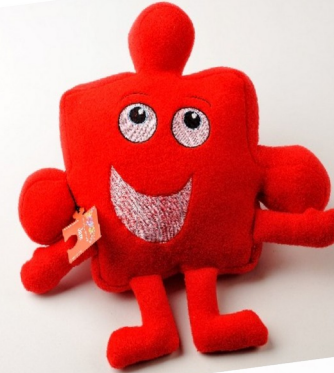
There is a Subject Leader's Preparation Page (at start of each unit behind the Puzzle map).

This lists the key tasks needed to organise and support staff with the teaching of that terms' work, e.g. organisation of assembly, songs, weekly celebrations etc

This also includes signposting to key articles, resources and training materials on Jigsaw Community Area.

The Jigsaw Friends

- Circle time talking object
- Distancing technique for potentially sensitive issues



Puzzle Certificates



Celebrating Difference
Well done!

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Signed: Date:

Navigating the resources



- Puzzle (unit) overview
- Subject leader page
- Copy of the assembly and song for that Puzzle (unit)
- Copies of the Weekly celebration scrolls associated with that Puzzle (unit)
- **TEACHER PREPARATION PAGE**
- Pupil tracking grid
- General assessment guidance
- Lesson plans and resources

A Note on Copyright



Although we are eager to support schools to inform parents and the wider community about how Jigsaw constitutes their PSHE/Health and Well-being curriculum, schools must understand our need to limit the detail concerning the Jigsaw scheme of learning that is publicly available on school websites.

Our protected materials must NOT be made publicly available.

The electronic materials may be downloaded and saved onto computers owned by your school, and your school's password-protected internal closed-network server (so all teachers can have simultaneous access while working on the school premises). You are not licensed to take copies off-site, or to hand out to non-school staff without explicit written permission from Jan Lever.

Therefore we request that schools ONLY upload to their websites the materials specifically provided in the **Public Information** Tab on the Jigsaw 3-11 Community Area.



The mindful approach to PSHE

Ongoing FREE support from Jigsaw

1. Mentor... Richard Palmer, the Jigsaw 3-11 Programme Manager will email you richard.palmer@janleveragegroup.com (Make sure Richard has your current email details and remember to update if staffing changes).
2. Additional materials /mapping documents/ policy templates etc available on the 3-11 Community Area built into www.jigsaw3-11.com
3. FREE Updates if curriculum changes

Any questions?



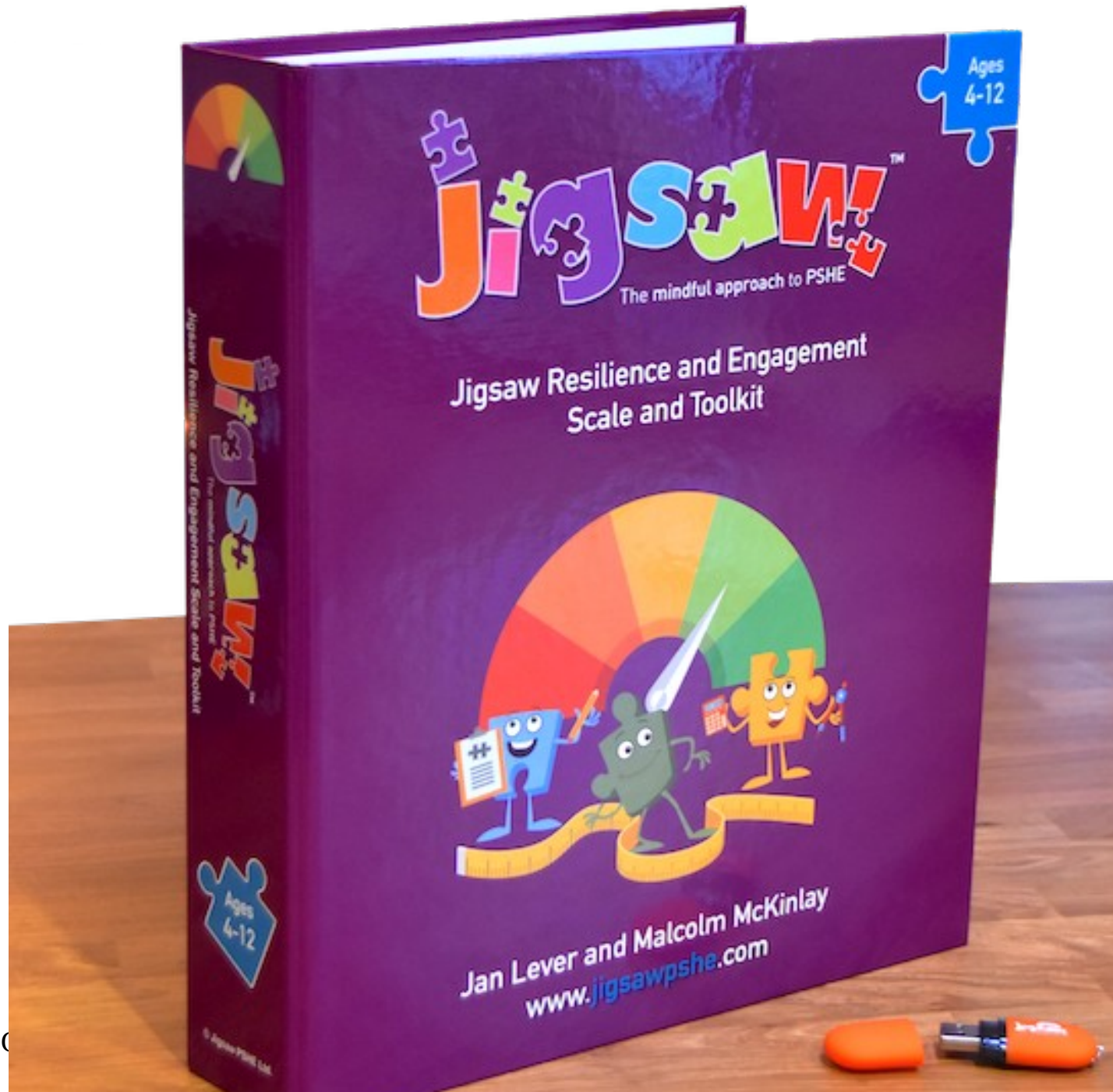
Subject leaders –please email
richard.palmer@janlevergroup.com
with any questions you re unable to
answer.

Become a Jigsaw Flagship School

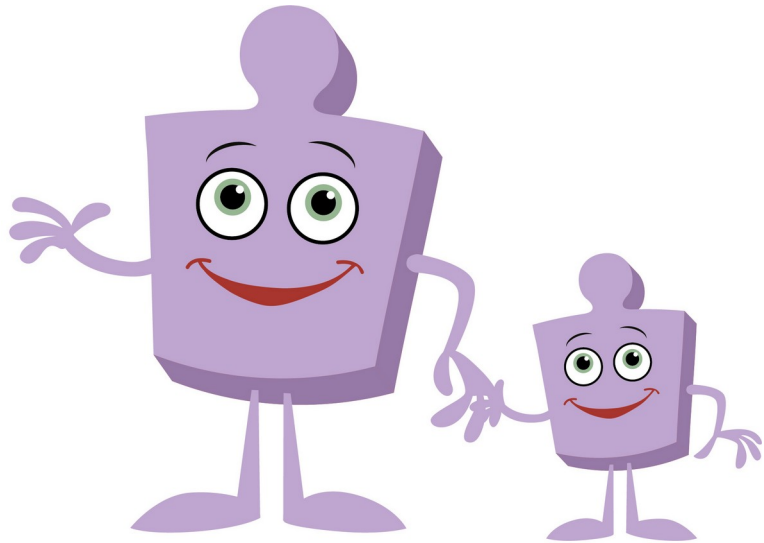


Introducing Jigsaw R.E.S.T.

Resilience and
Engagement Scale
and Toolkit



Introducing the Jigsaw Families Programme



Jigsaw in Focus

Teachers have requested additional materials over and above what's already in Jigsaw to teach particularly sensitive subjects. Jigsaw are pleased to announce the first of the Jigsaw in Focus series of storybooks and lesson ideas.

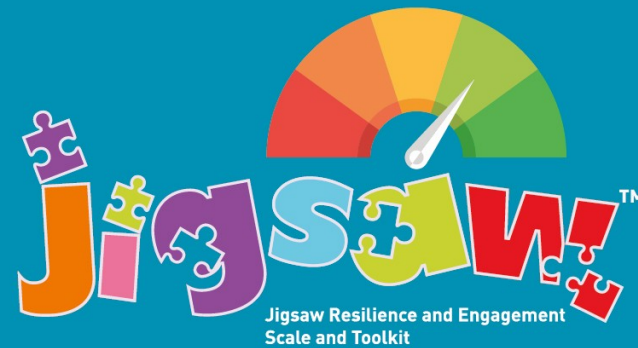
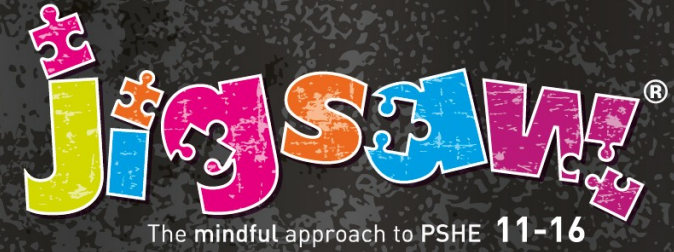
'Can You Hear the Sea' focusses on bereavement and can be ordered from the Jigsaw online shop at just £10 for the A4 book or £15 for the A3 big book.

More titles will be forthcoming and please do suggest anything that you would find helpful.



Connect with us:
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Thank you!