PSHE Curriculum Widecombe-in-the-Moor Primary School

How would children benefit if they could be aware of their thoughts and feelings as they happen, in the present moment, on purpose with no judgement?

This is what mindfulness means. It can be learnt, and techniques to develop it taught. It also needs to be practised. We believe mindfulness is a vital tool for life: not only does it support the regulation of emotion and build emotional resilience but also enhances focus and concentration; both helping to optimise learning.

Mindful children can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions.

In Jigsaw PSHE, mindfulness is developed through the ‘Calm Me’ time in each piece (lesson). This consists of breathing techniques, awareness exercises and visualisations - all tried, tested and very enjoyable activities for children and teachers alike.

Observing your thoughts and feelings, on purpose, in the present moment with no judgement… What a gift!

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

# Weekly Celebrations

The weekly celebration is the same for each year group. These are designed to draw out a key theme from each week and reinforce its application; in turn, this ensures the Jigsaw learning is translated into behaviour and attitudes and is not confined to the lesson slot on the timetable.

The idea is that the Weekly Celebration sheets are copied and displayed in each classroom and communal area. The focus for the following week is introduced in the Friday assembly, for example, ‘Next week, we are celebrating people who... *Help others to feel welcome*’.

Through the week, children and adults nominate each other by adding names to the celebration sheets when they see each other using that behaviour. These are collected in and those nominated are recognised/ rewarded in the Friday assembly (or class reward time).

# The Six Puzzles

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July:

**Autumn 1: Being Me in My World**

**Autumn 2: Celebrating Difference (including anti-bullying)**

**Spring 1: Dreams and Goals**

**Spring 2: Healthy Me**

**Summer 1: Relationships**

**Summer 2: Changing Me (including Relationship Education)**

Each Puzzle has six Pieces (lessons) which work towards an ‘end product’, for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children’s needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today’s world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

# SMSC (Spiritual, Moral, Social, Cultural) development

Every Piece (lesson) contributes to at least one of these aspects of children’s development. This is mapped on each Piece and balanced across each year group. This is easy to see on the Puzzle Map (overview) at the beginning of each Puzzle.

# British values, Prevent and Ofsted

Jigsaw is eager to support schools in seeing how the Jigsaw materials contribute to British Values and Prevent agendas.

# The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. 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.

# Jigsaw Charter

## We take turns to speak

During the Jigsaw Circle, the Jigsaw Friend for that year group is used as the ‘talking object,’ replicating the Native American ‘talking stick.’ The Jigsaw Friend must be held when the person, adult or child, wants to speak, and needs to be treated as a special asset and member of the class, preferably only used in Jigsaw and related lessons.

## We use kind and positive words

It is vital that the teacher models the use of positive language and praises children for doing so. Circle work should be a positive and enjoyable experience. Only when this is established can the Jigsaw Circle be used to tackle more difficult and sensitive issues.

## We listen to each other

The Jigsaw Circle and ‘Connect us’ aspects of Jigsaw teach children the social skills necessary for active listening, for example, eye contact, open body language, and turn taking. These need to be encouraged and praised in circle work.

## We have the right to pass

The Jigsaw Circle necessitates children feeling secure and choosing if and when to speak. They must never feel pressured to do so and thus must know they have the right to pass, that is, not to speak if they don’t want to. This approach can raise very personal issues for children and it must always be their choice as to whether they share these in the circle or not.

## We only use names when giving compliments or when being positive

If the Jigsaw Circle is being used to tackle a sensitive issue, like trouble in the playground, no names must be used to describe negative behaviours. It is not appropriate for a child to say, “Jamie pushed me in the playground”; instead, children are encouraged to say, “At playtime, someone pushed me and this really hurt my feelings”. Then the whole circle can suggest positive solutions to the problem described.

## We respect each other’s privacy (confidentiality)

Although, realistically, it is unlikely that complete confidentiality will be observed, it is important that children are taught to respect the privacy of others and to do their best to keep what is said in Jigsaw Pieces (lessons) and Circles confidential. The teacher must emphasise that she cannot promise complete confidentiality as she must report any information relating to safeguarding concerns.

# Relationship Education

The specific Relationship Education (RE) content is taught through the Changing Me Puzzle of learning and provides resources - picture cards, resource sheets and animations that are used to enhance teaching and learning. The animations of the female reproductive system and the male reproductive system provide a visual resource to enable children to understand how the body changes and develops in puberty. Whilst the core RE content is delivered through the Changing Me Puzzle, essential work is done in previous Puzzles to build children’s self- esteem, to enhance their own sense of self in regard to their body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves valued, safe and respected. This work underpins the explicit RE content and is part of the holistic approach to RE teaching and learning.