

# Jigsaw Information

For parents and carer sessions



v2018 short JF

# What is Jigsaw?



A *whole school programme*, which comprises of:

A comprehensive and completely original *scheme of work* for primary schools, Reception to Year 6

PSHE (Personal, Social, and Health Education), covers emotional literacy, social skills, and spiritual development (SMSC)

A detailed *weekly lesson plan* for all year groups, including all teaching resources

The Jigsaw Approach is underpinned by *mindfulness*

Assemblies, Jigsaw Friends, Jigsaw Chimes, original music and songs, assessment opportunities

# What does Jigsaw cover?



*Being Me in My World* - Our place in the world and the wider community.

*Celebrating Differences* - people, jobs, life styles, etc.



*Dreams and Goals* - Hopes and dreams and overcoming disappointments.

*Healthy Me* - Keeping healthy physically, mentally and socially.



*Relationships* - Relationships with ourselves and others.

*Changing Me* - Looking ahead to the future and the changes we will go through.

# What does a typical lesson look like?

| Overcoming Obstacles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Puzzle 3 Outcome</b><br><b>Our Garden of Dreams and Goals</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Please teach me to...</b><br>Identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them<br>know how I feel when I see obstacles and how I feel when I overcome them |
| <b>Resources</b><br>Jigsaw Chime<br>Jigsaw Jack<br>Jigsaw Jerrie Cat<br>'Calm Me' script<br>Jigsaw Song: 'For Me'<br>Jigsaw story: Paul's Journey<br>PowerPoint slides: Paul's Journey<br>Pieces of paper for stepping stones<br>Jigsaw Journals<br>My Jigsaw Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Vocabulary</b><br>Challenge<br>Obstacle<br>Overcome<br>Achieve<br>Goal<br>Stepping stones                                                                                                                              |
| <b>Teaching and Learning</b><br><b>The Jigsaw Charter</b><br>Share 'The Jigsaw Charter' with the children to reinforce how we work together.<br><b>Connect us</b><br>Play 'Pass the squeeze'. The first person identified by the teacher gently squeezes the hand of the person on their right who then squeezes the hand of the person on their right and so on. The squeeze continues around the circle until it returns to the initial person. How does this game make you feel? How does it feel to receive a squeeze?<br><b>Calm me</b><br>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 Jigsaw Chime.<br><b>Open my mind</b><br>Slide 1: Sing or listen to the Jigsaw Song: 'For Me'. Discuss with the children that the song suggests we are all striving to be the best that we can be and we do this one step at a time like climbing a mountain or running a race. | <b>Ask me this...</b><br><br>How does it feel to receive a squeeze?<br>Can you pass a squeeze AND a smile?<br><br>Does your mind feel calm and ready to learn?                                                            |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Tell me or show me</b><br>Slides 2-7: Using the Jigsaw story: 'Paul's Journey' and the associated PowerPoint, read the story to the children and encourage them to join in at the key points.<br><b>Pause Point:</b> Slide 8:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to pause for a moment. Invite the children to take three gentle, deep breaths. While the children are pausing, invite them to reflect on what they are thinking and feeling right now. They can keep these ideas in their heads and don't need to share. Pause for 1-2 minutes only, then carry on with the lesson.<br><b>Let me learn</b><br>Then using the stepping stones idea, like you used in Piece (lesson) 2, put blank pieces of paper across the circle that represent the steps of Paul's journey. Either the teacher, or a child volunteer can then 'act out' each of the steps of Paul's trip along the stepping stones, using the children's ideas and suggestions for each step.<br>Reinforce that Paul's challenge was difficult and that sometimes we all face obstacles when we are working towards a challenge. Perhaps we also get some of the feelings the penguins felt when things were hard? Invite the children to reflect in talk partners about something they have found difficult and how they kept going. Using Jigsaw Jack as the talking object each pair can share, if they wish, what they talked about with the class.<br><b>Help me reflect</b><br>Slide 9: Share this lesson's learning intentions with the children. Ask them if they are a thumbs-up/ neutral/ down for each statement and then ask them to record this on My Jigsaw Learning and stick into their Jigsaw Journals.<br><b>Notes</b><br>'We're Going on a Bear Hunt' by Michael Rosen and Helen Oxenbury was used in Piece (lesson). Let me learn could then reflect the stages of the bear hunt plan.<br> | How can we help each other when we find things difficult?<br>How can we help each other to reach our goals?<br>How does it feel to overcome obstacles and reach your goal? |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

The lessons follow the same format all the way through the school so the children are familiar with them.

If you choose to use this book, you could use the Bear Hunt song as your

# How we record Jigsaw.

photographs



Group projects

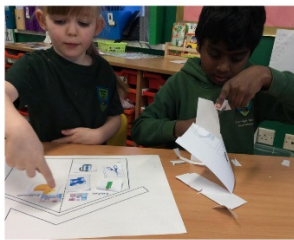


Group discussions



*We blurb everything practical!*

Partner work



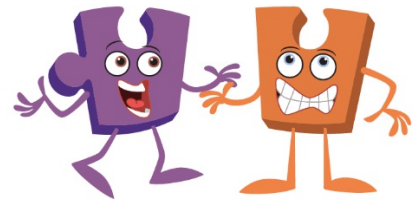
Written work



Role play



## Term 5 and 6.



*Our starting point*

*We all want children to feel **safe** and to be **happy** and **healthy***

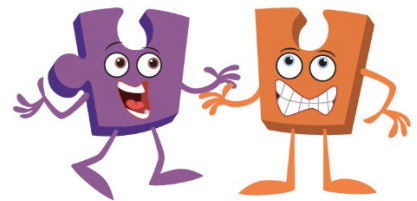
*We need to consider their needs*

*We need to normalise talking about sex and relationships*

*We need to talk about healthy relationships (RSE)*

*We might need to challenge our ways of thinking (we challenge the attitude, not the person)*

## What is RSE?



“It is lifelong learning about physical, moral and *emotional* development. It is about the understanding of the importance of marriage for family life, *stable* and *loving* relationships, *respect*, *love* and *care*. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual activity – this would be inappropriate teaching.”

DFE

## What does the Government say?

*“Children need **high-quality** relationships and education so they can make wise and informed choices. We will... make sure relationships and sex education encompasses an understanding of the ways in which humans love each other and stresses the importance of respecting individual autonomy.”*

*It was statutory from September 2020.*

## Guidance.



*At primary school, a graduated, age-appropriate programme of RSE should ensure that all children:*

*Develop confidence in talking, listening and thinking about feelings and relationships*

*Are able to name parts of the body and describe how their bodies work*

*Can protect themselves and ask for help and support*

*Are prepared for puberty*

## The 5 strands of RSE.

Relationship Education covers five main strands:

Families and people who care for me.

Caring friendships.

Respectful relationships.

Online relationships.

Being safe.



These lessons show progression year on year.

## Term 6 - What the children learn.

| Sex education in the Jigsaw PSHE scheme |                         |                                                                                                                                                                                            |
|-----------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FS                                      | Growing Up              | How we have changed since we were babies                                                                                                                                                   |
| Y1                                      | My changing body        | Understanding that growing and changing is natural and happens to everybody at different rates                                                                                             |
|                                         | Boys' and girls' bodies | Appreciating the parts of the body that make us different and using the correct names for them                                                                                             |
| Y2                                      | The changing me         | Where am I on the journey from young to old, and what changes can I be proud of?                                                                                                           |
|                                         | Boys and girls          | Differences between boys and girls – how do we feel about them? Which parts of me are private?                                                                                             |
| Y3                                      | Outside body changes    | How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them                                                                         |
|                                         | Inside body changes     | How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them (animations used – shorter version Female and Male Reproductive Systems) |

## Term 6.

### Sex Education in the Jigsaw PSHE scheme

|    |                      |                                                                                                                                                                                             |
|----|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Y4 | Having a baby        | The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System)                          |
|    | Girls and puberty    | How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System)                                       |
| Y5 | Puberty for girls    | Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)                                                          |
|    | Puberty for boys     | Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)                                                    |
|    | Conception           | Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems) |
| Y6 | Puberty              | Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems)                                           |
|    | Girl talk / boy talk | A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems)                                                                             |
|    | Conception to birth  | The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems)                                                                                               |

# Supporting materials.



Jigsaw provides supporting materials that the teacher can use in the lessons. These help to underpin the learning. The materials are age appropriate and builds on previous knowledge.

Children in KS2 will also watch short animations to assist their learning.



Many lessons (in KS2) focus on changes and how a girls and boys body will change. This ensures that our children are informed and are confident in these changes when they occur. We also discuss myths and truths in order to address misconceptions.

We talk about self-esteem and positive body image to enable our children to become confident young adults.





Thank you!