



Using Jigsaw, the mindful approach to PSHE with Composite classes

Guidance and Supporting documentation

The following guidance and supporting documents have been developed to support schools where there are a range of ages being taught in one or more classes throughout the school. Much of the guidance has come from Orkney, Cumbrian and South West primary schools in the UK who are using Jigsaw 3-11/12, and represent a wide range of primary school settings from large, 3 form entry to one class schools with a handful of pupils. The learning from Orkney in particular has been instrumental in identifying how Jigsaw 3-11/12 can be effectively used with composite classes.

The whole school approach that is key to the Jigsaw philosophy, enables the resource to be used successfully with composite classes. The following guidance is designed to support teachers to get the most from Jigsaw for their pupils and to make planning straightforward for them where they are delivering lessons to a range of age groups.

Key Concepts & Differentiation in Jigsaw

Jigsaw provides a **spiral, progressive approach** to a range of key concepts and the aim is for children to be exposed to these concepts and have opportunities to develop their knowledge and skill in these areas. The spiral nature of Jigsaw means that the key concepts are repeated throughout the programme and this enables differentiation to be applied to the majority of lessons across lower and upper primary phases.

The recommended approach for schools with composite classes is to implement a rolling programme that is designed to ensure that children are exposed to the full programme of Jigsaw materials over the course of their primary education. The key to effectively implementing Jigsaw in composite classes is having a system in place to record and monitor each child's completion of Jigsaw units (Puzzles) and their progress as they move through the school. (See Fig. 2)

NOTE: Some lessons will need very little differentiation as they work well across a range of ages, for example the introductory unit, Being Me in My World, works well across age groups due to the introductory nature of the puzzle. Teacher questioning will be the main method of differentiation enabling you to identify the level children are working at.

The use of differentiation allows for a rolling programme to be implemented as the majority of Jigsaw lessons can be easily differentiated where children are at either the lower (5-8 years) or upper (9-11/12 years) stages in primary school. (See Fig. 1)

Fig. 1 provides some examples of how teachers could differentiate lessons according to the age of children. By referring back to the key concepts being addressed it should be straightforward to make appropriate adaptations of lessons, **and teachers with composite classes will be used to doing this across the curriculum.**

In the rare instances where there is only one class of children we recommend that the group is split in two with one group using a lower primary lesson and the other an upper primary lesson as in Fig.2. Even in this situation there will be aspects of the Jigsaw lesson that can be shared with the whole class for example, Connect us and Calm me time.

In the case of a one class composite, there is additional work for the teacher in potentially managing several 'lessons' at a time. However, with some additional planning there should be the opportunity for children to access the full set of Jigsaw resources and develop knowledge and skills across the range of health and well-being lessons offered by Jigsaw. Fig. 3 shows an example from a Cumbrian school with one class of pupils aged between 5-11, where the teacher has differentiated one Jigsaw lesson appropriately for all the children.

Age-Appropriateness of Lessons

There are a few lessons where the model described above will need further adaptation as the subject knowledge in the lessons is designed to be appropriate at particular ages. On the whole, this refers to some of the relationships and sex education lessons (in the Relationships and Changing Me Puzzles), and some of the lessons in Healthy Me that are specific to certain topics e.g. drugs education. In this instance it is recommended that lessons designed for older children are only delivered to the age group for which they were intended. Due to the spiral, progressive nature of Jigsaw this is unlikely to be difficult to manage and it may be that older children follow the programme that is appropriate for younger members of the group, as the underpinning concepts are the same, but in addition have a separate session (or piece of group work) that covers the additional subject knowledge. Fig. 6 gives some examples.

Fig. 1 – Key Concepts & Differentiation

Puzzle	Key Concepts	Example lesson with learning intentions	Differentiation	
			Lower Primary	Upper Primary
Being Me in My World	<ul style="list-style-type: none"> • Respect for self and others • Belonging • Choices and consequences • Asking for help • Identity 	P6/Year 6 (age 10-11) Piece 3 BMIMW <i>I understand how my actions affect people locally and globally.</i> <i>I understand my own wants and needs and can compare these with children in different communities.</i>	Younger children could be looking at their class or school community.	Older children might be looking at how their actions impact the school, local community or even globally.
			<i>All ages are looking at their own identity and where and how they belong in whichever community they are looking at.</i>	
Celebrating Difference	<ul style="list-style-type: none"> • Similarities and differences • Understanding bullying • Accessing help • Stereotypes • Conflict resolution • Developing empathy 	P2/Year 2 (age 6-7) Piece 2 <i>I am starting to understand that sometimes people make assumptions about boys and girls.</i> <i>I understand some ways in which boys and girls are different and accept that this is ok.</i>	Lower primary might be exploring gender stereotypes.	Upper primary could be looking at the effect the media has on gender stereotypes and expanding stereotypes beyond gender e.g asylum seekers.
			<i>All ages children look at bullying in this piece and this could be applied to stereotyping.</i>	

Cont.

Dreams & Goals	<ul style="list-style-type: none"> • Growth mindset • Goal setting • Overcoming challenges • Managing emotions • Teamwork • Money and preparation for work 	<p>P7 (age 11-12) Piece 2</p> <p><i>I can work out the steps I need to take to achieve my dreams and goals</i></p> <p><i>I know how to bring about change in myself and others</i></p>	<p>Younger children may be looking at the next steps in their learning or personal target in a club or activity that they want to achieve.</p>	<p>Older pupils may be exploring secondary school, career aspirations.</p>
			<p><i>All ages look at feelings associated with success and failure and how to build resilience.</i></p>	
Healthy Me	<ul style="list-style-type: none"> • Making healthy choices • What influences making healthy choices • Recognising my feeling in relation to health • Self-esteem 	<p>P6/Year 6 (age 10-11) Piece 3</p> <p><i>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</i></p> <p><i>I can tell you how I feel about using alcohol when I am older and my reasons for this</i></p>	<p>Younger pupils can explore healthy choices such those around food, or safe use of medicines.</p>	<p>Older pupils could focus on alcohol and /or other substances- perhaps withdrawing the group to give this specific subject content.</p>
			<p><i>All ages look at what influences to make healthy choices and explore why it is important to look after our health.</i></p>	

Cont.

Relationships	<ul style="list-style-type: none"> • Family • Friendships • Appropriate boundaries • Accessing help • Conflict resolution • Love, loss and change in relationships & how to manage this • Relationship with self • Relationships with technology (covered throughout Jigsaw, strong focus in this unit) 	<p>P4/ Year 4 (ages 8-9) Piece 3.</p> <p><i>I can tell you about someone I know that I no longer see.</i></p> <p><i>I understand that we can remember people even if we no longer see them.</i></p>	<p>Younger children can focus on friends or family they no longer see as they've moved e.g. moved school or class. Could introduce bereavement through death of a pet.</p>	<p>Older children can look at changes in family circumstances and potentially bereavement of relatives or friends. P6/7 may if appropriate think about the breakdown of a boyfriend/girlfriend relationship breakdown or how they would manage that if it happened.</p>
<i>All ages build understanding of having a good relationship with self and managing feelings.</i>				
Changing Me	<ul style="list-style-type: none"> • Lifecycles • Physical and emotional changes from birth to old age • Biological knowledge and body parts including puberty • Managing change • Conception and childbirth • Self esteem • Accessing help 	<p>P5/Year 5 (age 10-11) Piece 3</p> <p><i>I can describe how boys' and girls' bodies change during puberty.</i></p> <p><i>I can describe how I feel about the changes that will happen to me during puberty.</i></p>	<p>From age 5 onwards children focus on body part names, growing up, how they are learning and understanding more and becoming more independent.</p>	<p>Older children can focus more on changes at puberty, emotional challenges of becoming a teenager, what does independence mean as a teenager, expectations and negotiations and be withdrawn for specific age-appropriate teaching about puberty.</p>
<i>All ages build on self-esteem and resilience that will help them manage change.</i>				

Fig. 2- Teacher Tracking document (Scottish School P1-P7, ages 5-12 English schools Year 1 to Year 6 ages 5-11)

Example where school has two composite classes; one with a mix of lower primary children, and one with a mix of upper primary pupils.

Academic year	Materials used in Class/group 1 (Lower primary)	Teacher name & notes	Materials used in Class/group 2 (Upper primary)	Teacher name & notes
2017/18	Year 1/P1 (age 5-6)		Year 4/P4 (age 8-9)	
2018/19	Year 2/P2 (age 6-7)		Year 5/P5 (age 9-10)	
2019/20	Year 3/P3 (age 7-8)		Year 6/P6 (age 10-11)	
2020/21	Year 4/P4 (age 8-9)		Year 4/P4 (age 8-9)	
2021/22	Year 1/P1 (age 5-6)		Year 5 /P5 (age 9-10)	
2022/23	Year 2/P2 (age 6-7)		Year 6/P6 (age 10-11)	
2023/24	Year 3/P3 (age 7-8)		P7 (age 11-12)	

In the above example there is a point where everyone is doing age 8-9 materials. This is optional and would depend on how the children moved across the composite classes.

The main aim is to ensure the progressive development of the concepts identified above and children have the opportunity to access a range of materials that will enable them to develop their skills and knowledge over the course of their primary education.

Fig. 3 – Example where a single Jigsaw lesson has been differentiated for a composite class with pupils aged 5-11.

Jigsaw Lesson: Celebrating Difference - Age 7-8 (Year 3/ Primary 3)							Piece (lesson): 3	-	Bullying: witness and feelings
Jigsaw Charter	Connect us	Calm me	Open my mind	Tell me or show me	Let me learn			Help me reflect	
<i>The same for all children</i>					<p>Group 1 (children aged 5-7) Set to do independent work immediately as below.</p> <p>With Groups 2/3 (children aged 7-11). Teacher shares the bullying story from the lesson plan. Focus on the correct use of the word 'gay' and why it is unkind to use it as an insult.</p> <p><u>Independent work:</u></p> <p>Group 1 (a) Design a poster to display in the classroom to prevent bullying. (b) Make a hand chain as written in the lesson plan.</p> <p>Group 2 (children aged 8-9): After the story and discussion. Children create the 'hand chain' as written in the lesson plan. After the story and discussion the teacher focus is on Group 3 (Children 9+): Use the 'Power scenario' resource sheet from the equivalent lesson in the Y6/P6 resources and coordinate a discussion about each scenario.</p>			<p>The same for all the children. Use the My Jigsaw Journey sheet from the Y3/P3/age 7-8 lesson/piece 3 for all children.</p>	

Assessment

Fig. 4 is the main document that can be used to record each pupil's learning journey through Jigsaw and the aim would be for each child to have reached the "working at" descriptor for every Jigsaw unit by the time they had completed primary school. In addition, there are assessment opportunities throughout Jigsaw to help teachers make judgements of progress on both knowledge-based health and well-being outcomes and skills based social and emotional learning and development.

Teachers may feel that it is appropriate to highlight parts of the grid to indicate the progress that has been made in a particular area. The aim is for pupils to have reached the "working at" level by the end of primary school.

In each set of year group materials there is a pupil assessment sheet, such as the one in Fig.4, which teachers can use to assess and track children's progress within that year. Teachers can combine these to make a booklet with the 6 (English/Welsh schools) or 7 (Scottish schools) pages for each child showing the full range of learning each child should achieve in their primary years. With composite classes children may therefore be learning elements shown on their specific year group tracking sheet, but also elements that may appear on other year group tracking sheets, because teachers are differentiating lessons appropriately for their composite class. Teachers would therefore be free to highlight any of the year group tracking sheets for a particular child depending upon how the lesson/ puzzle (unit of work) has been differentiated. This would support the tracking of which concepts/knowledge has been taught so by the end of primary, the full range of Jigsaw materials will have been experienced by each child, and development against key concepts in each puzzle have been assessed. (See example below).

In order to aid assessment, there is some generic assessment exemplification that teachers can use to 'identify' which pupils are working at which level. This is contained within the Jigsaw resources, and also included at the end of this guidance. (Fig.5)

For example, in a composite class with children aged from 5- 8, the teacher has differentiated the Year 3/ Primary 3 (ages 7-8) Lesson/Piece 3 for the Celebrating Difference Puzzle so that it is appropriate across the age range of the class. The learning intentions for this specific lesson are:

I know what it means to be a witness to bullying.

I know some ways of helping to make someone who is bullied feel better.

At the end of the lesson (or more likely the Puzzle/unit of work) let's imagine the teacher is assessing one of the 5 year-old children for emotional and social development (the green assessment statements).

Looking at the Year 1/P1(ages 5-6) assessment tracking grid for this child the teacher might highlight:

The 'Working At' descriptor, 'I can explain what bullying is and how being bullied might make somebody feel.' but also the 'Working Toward' descriptor in the Year 3/P3 (ages 7-8) assessment tracking grid which reads , 'I can tell you how a conflict that I have seen or been involved with made me feel.' because the lesson also discussed conflict resolution and the child has begun to understand this.

As a consequence, as each child's progress is tracked, teachers can use the highlighted sheets to identify gaps in children's knowledge and skills to plan, select and differentiate accordingly. This is easily facilitated by the spiral and progressive concepts contained within Jigsaw as explained above.

Fig. 4 – Example Tracking Pupil Progress Grid for Ages 8-9 – (as contained in each year group materials)

Academic Year:					
Child's Name:				Class:	
	Assessment Date	Working towards	Working at	Working beyond	Teacher comments (specific curriculum references)
Puzzle 1 Being Me in My World		I can tell you why my school is a community and some of the different roles people have in it.	I can explain why being listened to and listening to others is important in my school community.	I can problem-solve and offer different solutions to help my team/ class/ school be more democratic.	
		I can say how it feels to be part of a positive school community and to be listened to.	I can explain why being democratic is important and can help me and others feel valued.	I can justify why being in a democracy helps people feel valued and is fair.	
Puzzle 2 Celebrating Difference		I can tell you about my first impressions of someone. I can also give a reason why sometimes people don't tell about a bullying situation.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.	I can justify with examples to show how first impressions can be misleading. I can also appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation.	
		I can say why it is good to try to get to know someone before making judgements about them.	I can explain why it is good to accept myself and others for who we are.	I can explain how I form opinions about myself and other people and what might influence me about that.	
Puzzle 3 Dreams and Goals		I know that sometimes things can go wrong and can tell you why it is good to try again.	I can plan and set new goals even after a disappointment.	I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles.	
		I know how it feels to be disappointed and can tell you ways to stay positive.	I can explain what being resilient means and having a positive attitude. I can suggest practical ways to do this.	I can explain why being resilient /having a positive attitude contributes to having a greater chance of success.	

<p>Puzzle 4</p> <p>Healthy Me</p>		<p>I can tell you how I would say 'no' if someone tries to make me do something that I know is wrong or bad for me.</p> <p>I can say how it feels when someone else is pushing me to do something.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.</p>	
<p>Puzzle 5</p> <p>Relationships</p>		<p>I can tell you some different ways that I can show love for special people and animals.</p> <p>I can tell you how it might feel to miss a special person or animal.</p>	<p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>I can give reasons as to why people may experience a range of feelings associated with personal loss.</p> <p>I can offer and evaluate solutions to help manage personal loss.</p>	
<p>Puzzle 6</p> <p>Changing Me</p>		<p>I can tell you that an egg and a sperm are needed to make a baby, and when the egg is not fertilised then it is lost in a period (menstruation).</p> <p>I can tell you about some of the changes that will happen to me physically and emotionally and I can express how I feel about some of these.</p>	<p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestion about how I might manage my feelings when changes happen.</p>	<p>I can give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this.</p> <p>I can consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes. I can also explain why some changes I face are out of my control and evaluate how positive feelings management can help me.</p>	

Fig .5 – Generic Assessment exemplification

Children will produce a variety of work in the six Jigsaw lessons that make up each unit of work (Puzzle). Much of this will be verbal, and some of it written. Within Jigsaw Primary materials there are specific assessment activities in Piece (lesson) 6 with some exemplification of the nature of the responses the pupils might give in relation to these. In addition, Jigsaw has provided some general guidance below that can be used to assess each child at Jigsaw’s Working Towards, Working At and Working Beyond Attainment levels (descriptors).

The guidance below offers suggestions of how children’s responses (written or verbal) may be presented at each of these levels.

Working Towards	Working At	Working Beyond
<p>Student responses may be limited to:</p> <p>Description</p> <p>Naïve definitions or unsophisticated explanations</p> <p>Basic recall of lesson facts</p> <p>Naming, reporting or repeating back examples- perhaps those already included in the lesson (not thinking of different examples beyond those given in the lesson)</p> <p>Asking basic questions – may demonstrate the student has not understood the content</p> <p>Inability to make comparisons (or makes simple comparisons) of lesson content to other examples</p>	<p>Student responses may demonstrate:</p> <p>A higher level of cognitive demand</p> <p>Application and comparison of the lesson content to other situations or scenarios</p> <p>Mental processing of information beyond simple recall</p> <p>Some decision making</p> <p>Evidence of problem solving</p> <p>Explanation of concepts with some reasoning</p> <p>The ability to categorise/ group, connect and identify patterns</p> <p>A degree of organisation in thought processes</p> <p>Inference and interpretation</p>	<p>In addition to Working At, student responses may also demonstrate:</p> <p>Abstract ideas</p> <p>Complex description</p> <p>Thinking and expression that involves solving complex problems</p> <p>Complex cognitive challenge</p> <p>The ability to discuss alternative outcomes or routes</p> <p>Justification of answers</p> <p>The use of evidence to support their thinking drawn from the lesson and beyond</p> <p>The ability to appraise or assess a situation : evaluation</p> <p>The ability to hypothesise</p>

Demonstrating a limited internalisation of the concepts: a lack of personal resonance/ application with the lesson content	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 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
Demonstrating a low level of cognitive challenge	An increase in knowledge	A reflective approach
Poor acquisition of new knowledge	An increase in understanding	
Evidence of weak understanding	A change of a feeling based on new learning	
A fixed stance: (unable/unwilling to change position)	A richer vocabulary	
Basic vocabulary	An increase in a skill	
Weak development in skills	An increase in confidence	
Unconfident responses		

Teacher Feedback to Pupils

Jigsaw does not encourage teachers to mark or 'grade' student's work, but instead give positive written and/or verbal feedback that indicates what the pupil has done well, and a suggestion for development. Many teachers use systems such as '2 stars and a wish', with the 2 stars being comments on achievement, and the wish, a learning target for the child to consider in future Jigsaw lessons. Teachers and schools are free to use their own feedback systems in accordance with this philosophy.

For example:

You participated actively in this lesson.

You are getting much more confident at putting your point of view across in a group. Well done.

We have been discussing how to negotiate in friendships. What can you try when there are disagreements in your friendship group?

Fig. 6 - Examples of how to differentiate Relationships and Sex Education (Relationships & Changing Me Puzzles) in smaller schools.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Example 1</p>	<p>Some smaller schools in the South West of England were challenged by the need to deliver high quality Relationships and Sex Education to their composite classes whilst still ensuring that content matter was age appropriate. For the puberty and conception aspects of Changing Me (Puzzle/unit 6), the children were split into their correct age year-group and materials was delivered separately to one group whilst the other group had a different lesson with another adult, in many cases the Head Teacher. For the more generic lessons, the children were left in their composite classes. For the Year 6 Boy and Girl talk, the head teacher again chose to ‘double-up’ with the class teacher to ensure that both genders had ample time to discuss their issues privately.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Example 2</p>	<p>Other composite class schools have worked closely with parents during the RSE parents’ information evening, to ensure that they are happy for their children to receive either or both of the year group content depending on the maturity of their child (for example the youngest Year 3 child will be receiving the same content as the oldest Year 4). In the majority of cases the parents were happy for their children to continue with the rolling programme described above, entrusting the teachers to differentiate accordingly. Many parents felt that their children would understand what they were ready to take on board and were secure in the knowledge that it would be delivered sensitively and that anything children were “too young” to understand would be revisited in later years with further explanation, and when their child was more mature and ready to embed the information.</p>

For more information please contact your Jigsaw mentor jigsawmentor@janleverage.com or email Jigsaw HQ office@janleverage.com.

Head Office: Northtown Farm, Milton Damerel, Holsworthy, Devon, EX22 7DN.

Jigsaw PSHE: www.jigsawpshe.com

Discovery RE: www.discoveryschemeofwork.com

