



## How does Jigsaw support schools in fulfilling the Council of International Schools' International Accreditation?

Jigsaw, the mindful approach to health and well-being, for ages 3-16, is a comprehensive programme for Personal, Social and Health Education. It covers all aspects of health and well-being in a progressive scheme of work.

In a lesson a week for every grade/year group, learning themes are returned to and developed each year through 6 half-termly units called Puzzles. These are:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

We believe that emotional and mental health are fundamental to learning, relationships and life. A sense of identity, the feeling of belonging, coupled with inner strength, calm and resilience are essential for success. Jigsaw is underpinned by mindfulness philosophy. Mindfulness practice in every lesson empowers children and young people to be aware of their thoughts and feelings as they arise, consciously making decisions about the ensuing actions and responses, thus enabling them to grow in self-regulation and support their own well-being.

Developing self-respect and an understanding of themselves is at the core of building respect for others. Jigsaw is inclusive, valuing all children and young people and expecting them to respect others. The UN Convention on the Rights of the Child (UNCRC, 1990), the Universal Declaration of Human Rights, global citizenship, social issues and injustice are all learnt about in Jigsaw. Jigsaw also has clear purpose and intent throughout the programme, embedding values for life within the children which can be matched to a school's own vision and values through the use of the Jigsaw Charter which the students co-author with their teacher, and which is used at the start of every lesson to create a safe-place of respect and community. We believe that in educating children and young people in these skills today, we are building the global citizens of the future.



Jigsaw PSHE 3-16 is supported by two additional programmes:

- The **Jigsaw Families Programme** is an innovative programme supporting children aged 3-11 and their care-givers with the knowledge, skills and confidence to develop healthy, strong, lasting and loving attachment relationships. Jigsaw Families sessions provide an informal, friendly and safe environment to explore the challenges of being a parent and offers strategies to help meet families' needs and build a richer engagement with the facilitating school/setting.
- The **Jigsaw Resilience and Engagement Scale and Toolkit (REST)** presents a straightforward, time-effective way for schools to determine each student's given starting point with regard to their resilience and engagement, by using the REST Scale as a screening tool for resilience and wellbeing. It then goes on to identify appropriate interventions to help build both, and provides lesson plans and a toolkit with which to do this. The ages 11-16 REST Programme can be used as a self-study tool.

Where relevant, these programmes have also been referred to in this document.

The Council of International Schools (CIS) accreditation has four areas of focus:

- Purpose and Direction
- Well-being
- Learning
- The development of global citizenship.

These are assessed through an evaluation framework. The framework has **9 domains**, labelled A-I as below:

- A: Purpose and direction
- B: Governance, ownership and leadership
- C: The Curriculum
- D: Teaching and Assessing
- E: Well-being
- F: Staffing
- G: Premises, facilities, technology systems and auxiliary services
- H: Community and home partnerships
- I: Residential services – boarding and/or homestay

This document sets out where Jigsaw programmes can provide evidence for relevant areas of this framework and thus support schools in their accreditation. Domains G and I have not been addressed as they are not the realm of this curriculum programme. Domain E (well-being) will be a particular focus as this is the central purpose of Jigsaw.



## Domain A: Purpose and Direction:

This domain concentrates on the school's purpose and directional development, and how these impact on policies and operations. It looks for a shared approach to learning and teaching and consideration of the CIS code of ethics and the UNCRC. It also considers a shared understanding of, and common approach to, the development of global citizenship. Many of these aspects mirror the English OFSTED focus on intent, implementation and impact so our article at [How-Does-Jigsaw-PSHE-3-11-Support-Schools-in-Evidencing-Intent-Implementation-and-Impact.pdf](#) may be of further support to international schools. Although it will be the remit of individual schools to create their guiding statements, Jigsaw can support the shared approach and understanding of these with the children through its content and processes. Relevant standards are listed and illustrated below:

Relevant Standard:	Jigsaw provides:
A2: The guiding statements provide clear commitment to high-quality learning and teaching which is effectively implemented at each stage of a student's pathway through school.	Any school values or guiding statements can be embedded within the Jigsaw Charter (which is written as a whole class with the teacher at the start of every year) and the work on rights and responsibilities within Being Me in My World. This theme is repeated progressively in every year group.
A3: The guiding statements provide clear commitment to developing global citizenship and intercultural learning.	Global citizenship and intercultural learning are inherent within Jigsaw. Children look at the situations of children around the world and how their lives may be different and similar to their own. Jigsaw also works in partnership with the British Council to offer the 'Connecting Classrooms' opportunities to schools using Jigsaw, Jigsaw learning being the initial common ground.
A4: The guiding statements... demonstrate commitment to the values inherent in the UNCRC (1990).	The Being Me in My World puzzle encourages children to consider their own rights and responsibilities and explicitly teaches articles from the UNCRC. This allows interaction between students and adults to be conducted using this language and approach, evidencing the learning in practice. This is revisited in the Celebrating Difference Puzzle and the values inherent in the UNCRC permeate the Jigsaw ethos. This supports the "Team Evaluation" criteria for this standard.
A5: Monitoring, evaluating and reviewing the school's stated purpose and direction takes place on a planned and regular basis with the school's constituent groups.	In order to review and monitor statements and purpose, data is needed. Jigsaw provides assessment data on both the students' factual knowledge of the lesson content, but also their emotional health and well-being through the use of joint objectives in every lesson which are self-assessed by the students each week and by the teacher summatively. This then provides both quantitative and qualitative data (a "Team Evaluation" criteria). The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every Piece (lesson). These are also mapped on a separate document available from the Jigsaw Community Area.

## Domain B: Governance, ownership and leadership

This domain is largely focussed on strategic decision making and the roles of governance, ownership and leadership in relationship to goals, budgeting, monitoring and control, so is not really applicable to our curriculum programme. There are, however, some elements to do with student learning, well-being and global citizenship which schools using Jigsaw would be able to use the programme as evidence of a positive policy decision to enhance these.



## Domain C: The Curriculum

This domain asks to what extent provision reflects the school's purpose and direction. It examines student outcomes to determine if the curriculum provides a framework for success, presents appropriate levels of challenge and fosters well-being for students. It also considers global citizenship.

It requires that aspects of well-being are planned intentionally and developmentally in an age-appropriate manner and incorporated into the curriculum so that students are prepared as they progress through school, higher education and adult life.

The health and well-being education provided by Jigsaw can be a major contributor to these areas, especially considering the continuity that can be provided by the 11-16 programme for senior students after their Jigsaw learning in the 3-11 age range.

Schools using the International Primary Curriculum, can find detailed mapping for Jigsaw at [www.jigsawpshe.com/jigsaw-and-the-international-primary-curriculum](http://www.jigsawpshe.com/jigsaw-and-the-international-primary-curriculum) for 5-11 years old. For seniors using the International Middle Years Curriculum go to [www.jigsawpshe.com/wp-content/uploads/2019/02/Unit-Coverage-for-Year-7-9-with-Introduction1.pdf](http://www.jigsawpshe.com/wp-content/uploads/2019/02/Unit-Coverage-for-Year-7-9-with-Introduction1.pdf)

Relevant Standard:	Jigsaw provides:
C1: The curriculum as a whole offers access, engagement, and challenge to support the intellectual, physical, social and emotional needs of all students	The variety of topics, learning styles and activities included within Jigsaw ensure that students are engaged in the learning. They are challenged to consider their own and others' views and e.g. what influences affect these. Emotional learning is embedded both inherently and explicitly in every lesson. Teachers are therefore enabled to utilise these engaging and suitably challenging activities. Each lesson is planned in detail to meet its objectives (including, for example, questions to use to extend and challenge thinking) ensuring that the intellectual, physical, social and emotional needs can be met. Because of the progressive spiral curriculum within Jigsaw, students receive age-appropriate material for each topic. These include safeguarding, online safety and sexuality education as stipulated in the "Team Evaluation" criteria for this standard.
C2: The documented curriculum determines the development of knowledge, understanding, skills and attributes, including well-being and intercultural competencies relevant to the students' current and future development	Jigsaw supports students in developing skills to ensure that they are ready for life. Factual knowledge across a range of subjects (e.g. drugs and alcohol education) is supported by teaching and rehearsal of a number of key skills (e.g. assertiveness, maintaining or mending relationships) and key strategies for physical, emotional and mental well-being such as mindfulness and how to cope with stress. Although acceptance and respect for each other are fostered in every lesson, Celebrating Difference particularly focusses on how our differences affect the world we live in and how these are unique and special, increasing the students' intercultural competencies.
C3: Global citizenship, intercultural learning and digital citizenship are intentionally planned for within the curriculum to ensure students are prepared for life beyond school.	All three of these aspects are intentionally planned for within Jigsaw. Online safety and relationships are covered in depth, providing evidence for the development of digital citizenship, as are the opportunities for the students to consider their place in the world and the impact they can have on it by e.g. considering interconnectedness, environmental issues and human rights. This awareness of the digital and wider physical world will ensure they are prepared for life beyond school.
C4: The curriculum is sequenced in a way that promotes students' access and progression, and is thoroughly documented and articulated horizontally and vertically to enhance links and continuity between different sections of the school.	Jigsaw has been designed to be progressive horizontally throughout the year, and with all ages working on the same puzzle at the same time; vertical progression can also be clearly evidenced. The continuation of the 3-11 programme into the 11-16 programme also aids transition and continuity across the age phases. The assessment in Jigsaw provides documentation of the outcomes for pupils, allowing evaluation and re-evaluation to be carried out.





C5: The curriculum is monitored, evaluated, reviewed and developed on a systematic and planned basis using student outcomes, student agency and in response to changing external influences.	The assessment included within Jigsaw 3-16 can assist in the monitoring, evaluation and review of the curriculum. The students are encouraged to reflect on every lesson and self-assess providing vital quantitative and qualitative data as well as more summative assessments carried out by the teacher. The 11-16 programme includes a summative assessment 'workbook' for every Puzzle which students can complete either online or in hard copy. Student Voice is integral to every Jigsaw lesson and their agency encouraged.
C6: The schools offers a breadth of programmes and activities to complement the formal curriculum which foster high-quality learning, student well-being and the development of global citizenship.	Assemblies are included within Jigsaw 3-11. These start every half-termly unit to ensure a school-wide focus on the theme outside of the weekly lesson. These are supported by weekly celebrations to keep well-being high-profile. Additional programmes (Families and REST) may also be provided to foster well-being and extend the emotional learning of the students.

## Domain D: Teaching and Assessing for Learning

This domain determines to what extent the learning is motivating and engaging students. It ensures that the students understand that their learning should prepare them for life beyond school in relation to their overall well-being and development as global citizens. The translation of the intended high-quality learning into practice is also examined. Assessment plays a key part in this domain, especially in regard to the students' own articulation of their learning. The use of digital resources and technology is also specified.

Feedback from students has demonstrated their engagement with and the motivation they gain from Jigsaw. Video footage of interviews with primary and secondary students giving unscripted answers and comments has proven this time and again. (See our website for the "What students say" montages.) Jigsaw can provide training from either a consultant in person, or via a video/webinar platform, to ensure that teachers understand the ethos and principles of embedding Jigsaw effectively and are fully confident in the teaching and assessment processes. Our online ongoing support through the Community Areas supports this further.

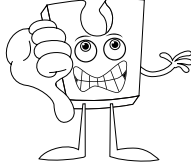
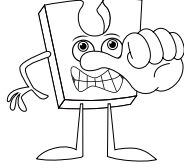
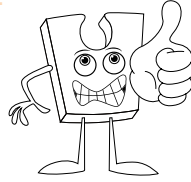
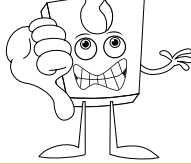
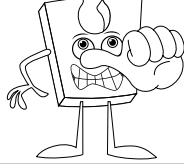
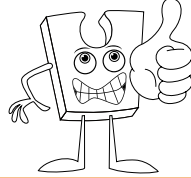
Relevant Standard:	Jigsaw provides:
D1: Teaching is closely aligned with the school's definition of high quality learning which enables all students to be engaged and challenged, to gain access to the curriculum and to have success in their learning.	<p>Detailed lesson plans support high quality delivery consistent with the Jigsaw ethos and structure. Training can be provided to ensure that all staff are confident in this but the structure of the lesson plans inherently builds teacher understanding and confidence in teaching this subject area well.</p> <p>Our own discussions and feedback from numerous schools have evidenced that students can articulate their learning and how they feel about it. For example, 10-11 year old children in Wales told us, "This is the first subject where we have learnt about real life problems. We have talked about drinking and smoking, how to stop bullying, and equality. It makes us feel more confident about speaking out." Media resources such as slides, weblinks, videos and audio files are used throughout Jigsaw to enhance access and engage all learners.</p>
D2: There are effective policies and procedures in place to identify the varied needs and overall well-being of students, both at admission and while enrolled, to ensure that all students may benefit from the school's programme.	As well as admission processes, the "Team Evaluation" criteria for this standard discusses the use of assessment data as part of the regular evaluation of the effectiveness of well-being programmes. The self-assessment process and use of recording in the Jigsaw Journal (3-11) or Workbook (11-16) can evidence this in addition to the teacher's record of summative assessment against the criteria and exemplars that are provided. In addition, the Resilience Scale in the Jigsaw REST Programmes (ages 3-16) can be used as an effective screening and monitoring tool for wellbeing and resilience (also informing and providing interventions).

<p>D3: Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for the students in their development as global citizens.</p>	<p>Jigsaw provides content which includes a wide range of scenarios and resources which support students to become global citizens and access intercultural learning. Feedback has provided evidence that they value this for their current and future learning and for its potential impact on the wider world. 10-11 year old children told us, "It is definitely getting me ready for adulthood. It changes peoples' attitudes for what they think they are going to do when they are older." (See video on the Welsh page of the website.)</p> <p>The Jigsaw partnership with the British Council offers schools opportunities to take this work further by 'Connecting Classrooms' across the world.</p>
<p>D6: A range of appropriate resources, media and technologies are used meaningfully to enrich the quality of the student learning and support the development of skills and aptitudes for their current and future lives.</p>	<p>As cited in D1, a variety of resources and formats are integrated into the teaching of Jigsaw to ensure that all learning styles and needs can access the learning successfully. For the 3-11 age range, the use of the Jigsaw Friends (soft toys used as distancing tools and talking objects in Circle Time) can also support the development of skills. Children can rehearse e.g. dealing with a troubling incident with the Friend, and their own peers, in preparation for their current and future lives.</p>
<p>D7: Assessment includes a variety of methods, caters for the various learning needs of students and is based on clear criteria. Assessment is monitored, evaluated and used by teachers to improve learning outcomes and pedagogical methods.</p>	<p>Assessment in Jigsaw is carried out by the students themselves using age-appropriate and easily accessible resources (examples are shown below.) as well as by the teacher.</p> <p>The criteria are clear and mirror the two learning intentions for the lesson. Each lesson has two Learning Intentions, a purple and a green; the purple focuses on knowledge and the green on social skills and emotional literacy. Students of 6 years and older can also consider what they could next do to improve and record this. To support the teacher in tracking each child, there is a 'Summative Assessment: tracking pupil progress' sheet. This sheet has three attainment descriptors for each Puzzle. The teacher can then use a 'best-fit' approach to decide whether the child is working towards, working at or working beyond the age-related expectations for that Puzzle, highlighting one green and one purple descriptor. The green descriptors will also flag up children who may need more support with emotional literacy or social skills development and they can be signposted to the setting's pastoral support systems as appropriate.</p> <p>Jigsaw REST can also be used as both an assessment of students' well-being and resilience and to provide interventions for those students who would benefit.</p>

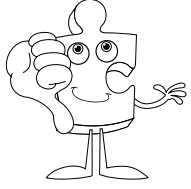
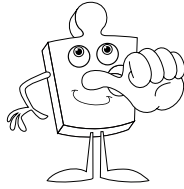
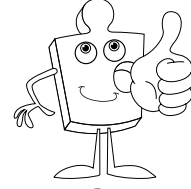
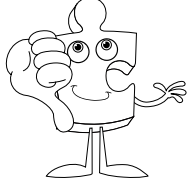
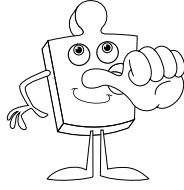
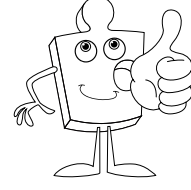




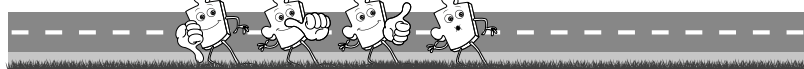
e.g. Year 1/Ages 5-6

My Jigsaw Learning	Being Me in My World - Piece 3	Ages 5-6
<b>Name</b> ..... 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.	     	


Year 2/Ages 6-7

My Jigsaw Learning	Being Me in My World Piece 1	Ages 6-7
<b>Name</b> ..... I can identify some of my hopes and fears for this year. I recognise when I feel worried and know who to ask for help.	     	

Key Stage 2 (Ages 7+)

My Jigsaw Journey		Jigsaw				Puzzle 1 - Being Me in My World (Pieces 1-3)				Ages 9-10			
<b>Name</b> .....		<b>TINT BOX - To improve next time I...</b>											
<b>Piece 1</b>	I can face new challenges positively and know how to set personal goals. I know how to use my Jigsaw Journal.												
	I know what I value most about my school and can identify my hopes for this school year.												
<b>Piece 2</b>	I understand my rights and responsibilities as a citizen of my country.												
	I can empathise with people in my country whose lives are different to my own.												
<b>Piece 3</b>	I understand my rights and responsibilities as a citizen of my country and as a member of my school.												
	I can empathise with people in my country whose lives are different to my own.												
		I don't get this at all.	I'm getting there but need some help to understand.	I get this and can give examples if you ask me.	I missed this lesson.								


## Key Stage 3 (Ages 11+)



Relationships - Ages 13-14 - Piece 6 - End of Puzzle (unit) assessment


Name	Form/Tutor group	Date
<b>Assessment criteria:</b> <ul style="list-style-type: none"> <li>I can discuss the choices people have when considering starting a sexual relationship</li> <li>I can describe ways of reducing risks in a sexual relationship</li> <li>I can explain how people can keep themselves safe within an intimate/sexual relationship</li> </ul>		
<b>Part 1: Three, Two, One Activity</b> From the work you have been doing this term, please list: THREE things you didn't know before: <ol style="list-style-type: none"> <li>1. <div style="border: 1px solid #ccc; height: 20px; margin-top: 5px;"></div></li> <li>2. <div style="border: 1px solid #ccc; height: 20px; margin-top: 5px;"></div></li> <li>3. <div style="border: 1px solid #ccc; height: 20px; margin-top: 5px;"></div></li> </ol>		
<b>TWO things that surprised you:</b> <ol style="list-style-type: none"> <li>1. <div style="border: 1px solid #ccc; height: 20px; margin-top: 5px;"></div></li> <li>2. <div style="border: 1px solid #ccc; height: 20px; margin-top: 5px;"></div></li> </ol>		
<b>ONE thing you are going to do differently as a result of what you've been learning this term:</b> <ol style="list-style-type: none"> <li>1. <div style="border: 1px solid #ccc; height: 20px; margin-top: 5px;"></div></li> </ol>		

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Relationships - Ages 13-14 - Piece 6 - End of Puzzle (unit) assessment

Part 2 - Complete the activities below:




**Jackson**

I'm not using a condom when I have sex. It will take the pleasure away. If my partner wants me to, I'll just dump them.




**Mille**

It doesn't matter if I get pregnant. My Mum did when she was 16 and she managed OK. Anyway, I'd quite like a baby, it will be something to love.




**Sam**

All my friends are having sex. I don't want to be the only virgin in my year group.




**Jimmy**

My boyfriend/girlfriend calls me frigid for not wanting to have sex.




**Craig**

I think I might be gay or bisexual. I need to start experimenting and then I'll know.




**Tomika**

Sex is a way to prove you love somebody.



**Morgan**

I'm on the pill so I can have sex with as many people as I like without worrying about it.



**Frankie**

I'm not bothered if I get chlamydia, all you have to do is take a few tablets to get rid of it.

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## Domain E: Well-being

The focus for this domain is that the whole school community must understand that student well-being is the foundation for high-quality learning and should be able to demonstrate how this is reflected in practice. The school is expected to monitor and evaluate student safety and well-being and use this to improve practice. Safeguarding to ensure student well-being is also a focus.

The whole school ethos should engender an atmosphere of confidence and trust in which students and other school members feel able to share concerns and take action to strengthen well-being, and the domain researches which measures are in place to listen to and respond to concerns sensitively, appropriately and effectively.

The final area of focus is to what extent are students being prepared for a range of post-secondary options as well for independence in adult life beyond school.

This domain is where Jigsaw can really excel in supporting the school. Well-being is at its core and as it is a whole-school approach, rather than simply a lesson-a-week scheme of work, there are numerous layers built in that engender a sense of belonging and community, and that value every individual, for example: praising one attitude or behaviour each week through the Weekly Celebration, bringing the whole school together for Jigsaw assemblies and to sing the Jigsaw songs, and celebrating every child's contribution to the school community through the 'end of Puzzle outcome' (a display or whole-school activity that includes everyone's involvement or work). These elements enable the school to reflect their belief in the under-pinning importance of well-being in practice.



Assessment is provided for pupils and teachers enabling monitoring and evaluation, and these resources in the original programme can be further supplemented by the use of Jigsaw REST. Safeguarding is one of the “golden threads” running through Jigsaw and the Jigsaw Charter ensures a non-judgemental, secure place to raise any concerns, safe in the knowledge that they will be dealt with sensitively at the time, then following the school’s safeguarding policy. Jigsaw training always emphasises to teachers the “confidentiality” aspect of the Jigsaw Charter – that we ask the students to exercise discretion but this in no way negates the teacher’s right and obligation to record safeguarding issues with the appropriate member of staff.

Future life and aspirations are also a key component of Jigsaw, with life-long social and mental health skills in every lesson, and specific teaching on careers and choices the pupils will face in the future. The Dreams and Goals Puzzle enables this to be fully considered and built on from year to year.

The comprehensive coverage of elements of this domain are set out below.

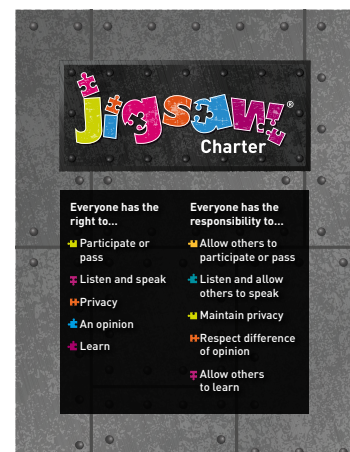
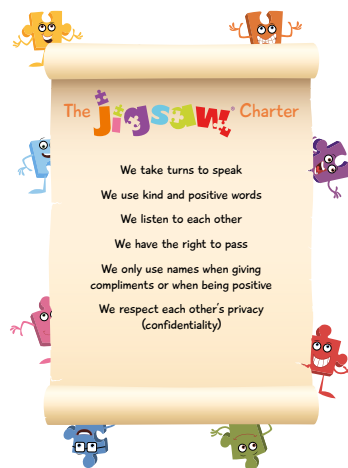
#### Standard E1:

The school environment is characterised by openness, fairness, trust and mutual respect to support student learning related to well-being. The schools listens to students’ views and develops their agency, compassion, environmental stewardship, and leadership capabilities.

#### Jigsaw:

Jigsaw can support the school environment by its place in the curriculum and its contribution to the school as a whole, particularly the whole school ethos, safeguarding and the contribution to well-being and student safety.

Jigsaw is underpinned by mindfulness philosophy and attention to relationships. The school may have clear goals or statements which firmly anchor well-being as the heart of the school community. To support further, these could be connected with the themes within Jigsaw and the Puzzle Titles (Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me). This could be promoted and celebrated within the assemblies which launch each Puzzle each half term.



Each lesson across the age phases is built upon a Charter which underpins the behaviour and respect that is the basis of Jigsaw (one is provided within Jigsaw, but students and their teacher can write their own to ensure mutual respect and ownership). This Charter can continue into the daily life of the students in the way that they show respect and trust to each other. Coupled with this is the work on Rights and Responsibilities and appropriate Student Voice within the first Puzzle each year. This Puzzle is called “Being Me in My World” and supports the pupils to understand their rights under the UNCRC and how they can play a vital part as agents for change and stewards of the world and its environment. They are encouraged to show compassion for people from other countries or situations which may be very different to their own. The capacity to democratically air student views is considered in depth. Group work is carried out in many lessons and students are taught to consider roles within groups and how confident they may feel to lead. Further details in fulfilling the IPC/IMYC learning goals regarding leadership can be seen in the document on our website. [www.jigsawpshe.com/jigsaw-and-the-international-primary-curriculum](http://www.jigsawpshe.com/jigsaw-and-the-international-primary-curriculum) or [www.jigsawpshe.com/wp-content/uploads/2019/02/Unit-Coverage-for-Year-7-9-with-Introduction1.pdf](http://www.jigsawpshe.com/wp-content/uploads/2019/02/Unit-Coverage-for-Year-7-9-with-Introduction1.pdf)

The Jigsaw assessment process allows another channel through which the school can gain feedback about the pupils’ well-being and learning, which can then further influence school policy and process. (A “Team Evaluation” criteria). See Domain D for examples of our assessment materials.



Standard E2: The Standard itself is largely concerned with safeguarding policies. The “Team Evaluation” section, however, has some areas in which Jigsaw makes a contribution. For this purpose, these elements are detailed below:

Team Evaluation:	Jigsaw:
E2i: Policy and procedures for the well-being of students are effectively implemented and well-understood by all constituent groups, and these exceed, where necessary, local regulatory requirements	<p>Jigsaw provides a sample policy free-of-charge on our website which is editable so that school can ensure that their own procedures for well-being are interwoven with what the programme can offer.</p> <p>This can then be made freely available to all stakeholders including parents, and can be adapted to suit any requirements.</p>
Team Evaluation:	Jigsaw:
E2v ii: Record-keeping in relation to student behaviour and well-being allows the school to identify concerns at an early stage (it then goes on to document safeguarding procedures)	<p>The safe place to talk created by the Jigsaw Charter can lead to students feeling comfortable and secure enough to make disclosures which should of course be actioned following school procedures. But it must also be remembered that the students’ words, written work and general engagement on particular topics within Jigsaw can alert staff to well-being and safeguarding issues. The assessment, especially the green “emotional domain” descriptors, will be a good indicator of how the student is feeling about certain issues and their learning, as well as their own self-esteem.</p> <p>The Relationships and Changing Me Puzzles have a strong safeguarding focus in particular, obvious to teachers but not necessarily so explicit to children. Our philosophy is to grow resilience and positive self-esteem and confidence in children, so they can recognise when they feel uncomfortable in a situation and know who to trust and how to speak up for help. They respect themselves and their bodies and know what healthy relationships feel like.</p>



#### **Standard E3:**

**The school ensures the provision of healthcare, healthy relationships and well-being education, and these exceed, where necessary, local regulatory requirements.**

#### **Jigsaw:**

This standard is entirely why Jigsaw exists. It is a structured and sequential learning programme, covering mental, emotional and physical health, safeguarding, nutrition, personal safety, safe and unsafe relationships, online safety, consent (age-appropriately) and healthy relationships behaviour. These are all the elements listed in the “Team Evaluation E3ii” for this standard and many of these form threads or veins which run throughout both the 3-11 and 11-16 programmes respectively. Mindfulness practices enhancing mental well-being skills are explicitly taught in every lesson. In Jigsaw, mindfulness is developed in 3 main ways:

- a) through the mindfulness practice (called ‘Calm Me’ time in ages 3-11) in each Piece (lesson). This consists of breathing techniques, awareness exercises and visualisations, enabling students not to empty their minds but to quiet them and become aware of the activity within them and manage it positively.
- b) through the taught curriculum. Lessons (Pieces) help students to explore their thoughts and feelings, to expand their emotional vocabulary, explore thoughts-feelings-consequence sequences, build their confidence and express themselves in a safe environment.
- c) through the ‘Pause Points’ in ages 3-11 lessons (Pieces) which ask children to ‘Stop and look inside’ to practise observing their thoughts and feelings relating to what they are learning about in that lesson. Jigsaw Jerrie Cat for 3-11 is introduced in the first Puzzle (Being Me in My World) through 2 whole-school assemblies and acts as the trigger for PAUSE POINTS in lessons (the teacher using Jerrie Cat’s Paws, to symbolise the Pause Point for children).

Although the pupils are continuously learning social and relationship skills, explicit teaching on aspects such as safeguarding and personal safety, peer pressure, assertiveness and consent occur within the “Relationships” and “Changing Me” Puzzles. There is special emphasis given to digital citizenship and online safety. These vital skills are enhanced, revisited and foundations built throughout the Jigsaw Programme. Jigsaw’s philosophy starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others. Health Education in Jigsaw embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and empowers students to be aware of their own thoughts and feelings and know how to manage and regulate these e.g. using Calm Me (mindfulness techniques). So, for example, it covers nutrition (a criteria listed in standard E3) but also relationships with food and eating disorders, as well as a host of other self-regulatory health aspects such as getting enough sleep, diet and exercise, and drugs and alcohol education.

Information to educate the parents in these matters and support student well-being (a “Team Evaluation” criteria) is provided in the form of introductory leaflets and also parent workshops for health, relationships and sex education. These can be facilitated by our own consultants or can be delivered by the school using our free resources. Jigsaw fully meets and, in many cases, surpasses English statutory regulations for the teaching of relationships, sex and health education which will support international schools in exceeding their own local regulatory requirements where necessary.

Outreach to families to support health and well-being can be facilitated by our Jigsaw Families programme. The sessions within this provide an informal, friendly and safe environment to explore the challenges of being a parent and offers strategies to help meet families’ needs.

Further pupil well-being intervention can be utilised by the implementation of Jigsaw REST which can identify and support the resilience and well-being of pupils identified by its resilience and engagement scale.

#### **Standard E5:**

**The school provides active support for students and families in transition in and out of the school, as well as between divisions within the school, through appropriate information, programmes, counselling, and advice, drawing upon local agencies and external expertise when needed.**

#### **Jigsaw:**

The “Changing Me” Puzzle specifically looks at transitions to the next stage of the pupils’ lives whether this be simply to the next year group or e.g. transition into the senior stage of schooling. This can support the school’s existing transfer and transition arrangements by encouraging the children to embrace these changes as a natural part of growing up and giving them the skills to cope with any emotional responses such as fear or anxiety these changes might cause.

The continuation of Jigsaw 3-11 into the 11-16 programme can also ensure that the routine and safe space provided by Jigsaw (and e.g. the continued use of the Jigsaw Charter) give the children a sense of continuity between different divisions of the school.

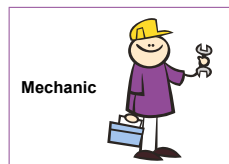


## Standard E5:

The school supports students' current and future development and achievement by providing guidance and counselling about continuing education, as well as age-appropriate careers education.

## Jigsaw:

Within the "Dreams and Goals" puzzle, students begin to learn about careers and financial education in an age-appropriate way. They are introduced to a variety of roles in order to raise their aspirations and broaden their horizons. Resources are child-friendly and include drawings and photographs to portray as wide a variety of roles as possible and challenge stereotypes.



Jigsaw 11-16 provides a summative workbook (see above) for each of the 6 Puzzles (units). This builds a portfolio of children's achievements which in turn supports the creation of a CV to take into further education or their working lives. The content of the 11-16 programme has been well-received by senior pupils. One Year 10 (14-15 years) Youth Parliament representative told us,

"We learn about relationships, money, politics, work and all the things that will help us as we grow up, not just academic subjects like Science and Maths"

These workbooks can be evaluated by the school to support judgements about progress and achievement in this area. (part of "Team Evaluation" criteria E6i).

E6ii "Team Evaluation" criteria requires that "careers education experiences are planned systematically and are evident in the school's programmes". Jigsaw can and does provide this systematic experience developing the skills needed to make career choices.



## Domain F: Staffing

Although this domain has aspects of recruitment and retainment, there is also a strong focus on the alignment of staff with the school's purpose, and the skills of the staff as a basis for providing high quality teaching and learning for global citizenship and intercultural learning.

Whilst many of the individual standards are written to facilitate safeguarding and employment processes, F3 is relevant to Jigsaw.

Relevant Standard:	Jigsaw provides:
F3: The school provides for the continuous professional development of faculty and support staff that relates to school priorities, addresses the professional needs of the staff, and contributes to the development of student learning, well-being and global citizenship.	<p>Individual lesson plans (with resources provided) empower teachers to have confidence in their teaching of well-being and global citizenship. To aid in the leadership of Jigsaw across the school there is a Subject Leader Preparation page included at the start of each Puzzle (unit) suggesting the steps required to ensure that teaching staff feel supported, and the Jigsaw whole-school approach becomes embedded in practice. There is also a class teacher preparation page included with each Puzzle (unit) that lists any resources (mainly consumables) that are needed for the Puzzle, and any additional considerations that need to be noted. This can be used to aid teacher planning and preparation in advance for each Jigsaw lesson (Piece) and thus raise teacher confidence about the subject matter.</p> <p>Supportive continuous professional development, especially in areas of sensitivity such as sex, health and relationships education, can be provided by our consultants or by the school well-being lead, using Jigsaw provided materials. As well as this, Jigsaw provides a designated mentor who can further support the professional needs of staff and subject leaders.</p>

## Domain H: Community and Home Partnerships

This domain largely centres around communication with parents and partnership with the wider community. There are two aspects examined in which Jigsaw could provide evidence and support. The domain examines how parents, guardians, carers and other agencies are partners in student well-being and learning. It also considers the quality of communications between the school and these parties. Jigsaw endeavours to fully inform parents of its content and ethos through three leaflets provided to schools which can be sent home, emailed or made available on the school's website. Our introductory leaflet explains what Jigsaw is, how it works and the structure of the programme and lessons. We also provide a leaflet explaining our relationships, health and sex education, and another detailing where and how LGBT+ relationships are approached.





The “Team Evaluation” criteria H1iii states:

*“Parents are actively encouraged to be involved in the life of the school in ways that benefit student learning, well-being and global-citizenship”.*

Jigsaw can further involve parents through the Families programme (for parents of children aged 3-11). These sessions not only support parents (and have been used by some schools as an induction programme) but also enable families to build a richer and closer engagement with the school. Jigsaw REST also includes materials with which to run parent sessions.

The “Team Evaluation” criteria for H2 requires, amongst other criteria, that the school networks, if feasible, beyond regional and national boundaries. Although these possibilities are yet to be fully exploited, Jigsaw is already working with the British Council to connect classrooms across the world, allowing students and teachers to communicate globally with Jigsaw as their common ground and starting point.

Our Flagship programme has already seen some liaison between our most experienced and forward-thinking schools in the UK and EU, and we hope to continue and expand this into the future. We believe this would truly engender global citizenship and intercultural learning in our students of today as they become the adults of the future.

Further information regarding the Jigsaw Programmes and to download sample materials:

**[www.jigsawpshe.com](http://www.jigsawpshe.com)**

You are welcome to talk with us +44 (0)1202 377193 or email us at [office@janlevergroup.com](mailto:office@janlevergroup.com)

Jan Lever Group comprises 2 companies: Jigsaw PSHE Ltd and Discovery RE Ltd, both working to support schools to offer high quality personal, social health education to children and young people.