



The mindful approach to PSHE

Jigsaw, the mindful approach to PSHE: Foundation Stage 1 (3-4 year olds) Contribution to the Ofsted Early Years Inspection Framework

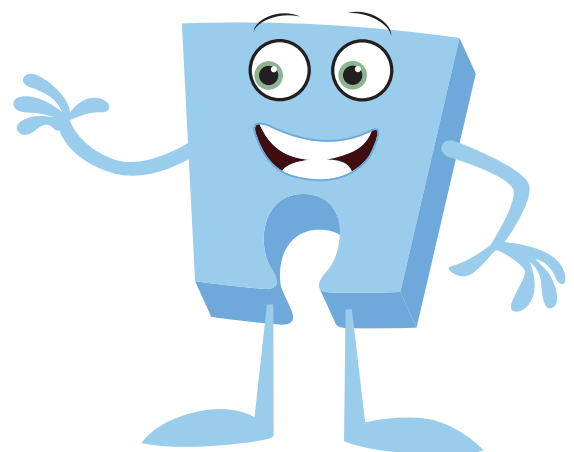
Jigsaw, the mindful approach to PSHE, brings together Personal, Social, Health and Economic education in a comprehensive, structured scheme of work to support early years settings in fulfilling aspects of the expectations of the Common Inspection Framework in relation to Early Years.

There is a strong emphasis on emotional literacy and nurturing mental health as the necessary underpinnings for learning with a unique mindfulness approach in every session and throughout. This approach enables children to identify their feelings and emotions and regulate their own behaviour from the start. Jigsaw provides detailed session plans giving practitioners everything they need to deliver creative teaching and learning episodes, with activities specially designed to be flexible enough to run throughout the week within the setting.

There are no specific assessment tasks contained within Jigsaw's Early Years materials, but each session plan suggests opportunities for assessment that could be used within the setting's continuous assessment routines and provides evidence towards appropriate Early Learning Goals (ensuring as far as possible that 3b, c and d below are supported). Because the EYFS 1 and 2 materials utilise many of the same resources and objectives, at an age appropriate level, and also (more visibly for the children) the same Jigsaw Friend (Jigsaw Jenie), transition from the setting to EYFS 2 is made easier for the children, wherever the EYFS 2 setting may be. This supports the setting in ensuring children demonstrate readiness for and transition into school.

To provide inclusivity and to support settings in meeting the needs of all learners, including those with SEND, alternative activities and assessment opportunities are provided at the end of each puzzle (unit). For this reason 1b and 3a below have been noted as being supported in every session.

Jigsaw EYFS materials also include home learning links to enhance the involvement of families in their children's learning and support them in discussing further the subject matter taught in the sessions (3e and f below). Jigsaw Families would further support and enhance this for more vulnerable groups.



When inspecting early years settings, inspectors will make the following judgements in line with the common inspection framework (<https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>) (considerations taken from Early Years Inspection Handbook August 2015).

1. Overall effectiveness

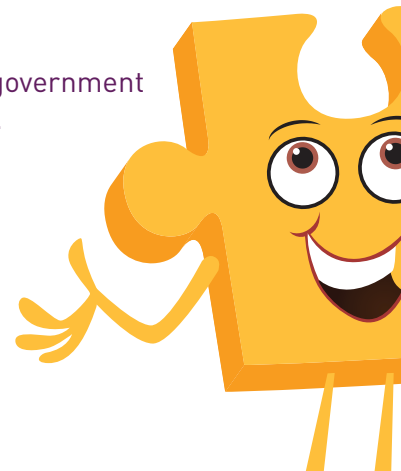
In particular, inspectors should consider:

- a) the progress all children make in their learning and development relative to their starting points and their readiness for the next stage in their education including, where appropriate, readiness for school. (This has been noted as achievable throughout because progress against ELGs can be assessed in every session)
- b) the extent to which the learning and care that the setting provides meet the needs of the range of children who attend, including disabled children and those who have Special Education Needs (see note above)
- c) children's personal and emotional development, including whether they feel safe and are secure and happy
- d) whether the requirements for children's safeguarding and welfare have been fully met and there is a shared understanding of a responsibility for protecting children
- e) the effectiveness of leadership and management in evaluating practice and securing continuous improvement that improves children's life chances.

2. Effectiveness of leadership and management

Inspectors will make a judgement by evaluating the extent to which leaders, managers and governors:

- a) demonstrate an ambitious vision, have high expectations for what all children can achieve and ensure high standards of provision and care for children
- b) improve staff practice, teaching and learning through effective systems for supervision, rigorous performance management and appropriate professional development
- c) evaluate the quality of the provision and outcomes through robust self-evaluation, taking account of the views of parents and children, and use the findings to develop capacity for sustainable improvement
- d) provide learning programmes and a curriculum that has suitable breadth, depth and relevance so that it meets any relevant statutory requirements, as well as the needs and interests of children
- e) successfully plan and manage the curriculum and learning programmes so that all children get a good start and are well prepared for the next stage in their learning, especially being ready for school
- f) actively promote equality and diversity, tackle poor behaviour towards others, including bullying and discrimination, and narrow any gaps in outcomes between different groups of children
- g) actively promote British values
- h) make sure that arrangements to protect children meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.



3: Quality of teaching, learning and assessment

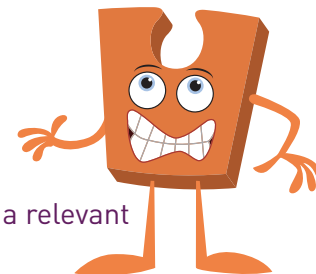
Inspectors will make a judgement by evaluating the extent to which:

- a) teachers, practitioners and other staff have consistently high expectations of what each child can achieve, including the most able and the most disadvantaged
- b) teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to children
- c) assessment information is gathered from looking at what children already know, understand and can do, and is informed by their parents and previous providers as appropriate
- d) assessment information is used to plan appropriate teaching and learning strategies, including to identify children who are falling behind in their learning or who need additional support, enabling children to make good progress and achieve well
- e) children understand how to develop as a result of regular interaction and encouragement from staff, and parents understand how their children should progress and how they can contribute to this
- f) information for parents helps them to understand how children are doing in relation to their age and what they need to do to progress; engagement with parents supports their child's learning
- g) equality of opportunity and recognition of diversity are promoted through teaching and learning
- h) teaching supports children to acquire the skills and capacity to develop and learn effectively, and to be ready for the next stages in their learning, especially school where applicable.

4) Personal development, behaviour and welfare

Inspectors will make a judgement by evaluating the extent to which the provision is successfully promoting and supporting children's:

- a) sense of achievement and commitment to learning through a positive culture that is evident across the whole setting
- b) self-confidence, self-awareness and understanding of how to be a successful learner
- c) enjoyment of learning and the development of their independence and ability to explore their surroundings and use their imagination
- d) social and emotional preparation for their transition within the setting, into other early years settings, and into maintained nursery provision and/or Reception class
- e) emotional security, through emotional attachments with practitioners and carers, and their physical and emotional health
- f) prompt and regular attendance
- g) following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others
- h) understanding of how to keep themselves safe from relevant risks, including when using the internet and social media
- i) knowledge of how to keep themselves healthy, including through exercising and eating healthily
- j) personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.



5) Outcomes for children

Inspectors will take account of current levels of development and progress and make a relevant judgement on learning outcomes for children by evaluating the extent to which:

- all children progress well from their different starting points
- children meet or exceed the level of development that is typical for their age so that they can move on to the next stage of their education.

(*as a scheme of work Jigsaw can support in providing evidence through this through the mapping to appropriate early learning goals and Development Matters, so both of these areas have been noted as supported in the tables below. It clearly cannot guarantee children's progress and levels of development as these are affected by other factors.)

Where each individual session could provide support to the setting in demonstrating OFSTED Criteria is shown in the tables below using the lettering and numbering above as reference.

F1 Being Me in My World																																
Piece (session)	Overall effectiveness					Effectiveness of leadership and management								Quality of teaching, learning and assessment							Personal development, behaviour and welfare							Outcomes for children*				
	1a	1b	1c	1d	1e	2a	2b	2c	2d	2e	2f	2g	2h	3a	3b	3c	3d	3e	3f	3g	3h	4a	4b	4c	4d	4e	4f	4g	4h	4i	4j	5a
1	✓	✓	✓						✓	✓				✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓					✓	✓	✓
2	✓	✓	✓						✓	✓				✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓					✓	✓	✓
3	✓	✓	✓						✓	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓			✓	✓	✓
4	✓	✓	✓						✓	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓			✓	✓	✓
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F1 Celebrating Difference																																
Piece (session)	Overall effectiveness					Effectiveness of leadership and management								Quality of teaching, learning and assessment							Personal development, behaviour and welfare							Outcomes for children*				
	1a	1b	1c	1d	1e	2a	2b	2c	2d	2e	2f	2g	2h	3a	3b	3c	3d	3e	3f	3g	3h	4a	4b	4c	4d	4e	4f	4g	4h	4i	4j	5a
1	✓	✓	✓						✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	
2	✓	✓	✓						✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	
3	✓	✓	✓						✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	
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6	✓	✓	✓						✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓	✓	

F1 Dreams & Goals																																
Piece (session)	Overall effectiveness					Effectiveness of leadership and management								Quality of teaching, learning and assessment							Personal development, behaviour and welfare							Outcomes for children*				
	1a	1b	1c	1d	1e	2a	2b	2c	2d	2e	2f	2g	2h	3a	3b	3c	3d	3e	3f	3g	3h	4a	4b	4c	4d	4e	4f	4g	4h	4i	4j	5a
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4	✓	✓	✓						✓	✓				✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓			✓	✓	✓
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6	✓	✓	✓						✓	✓				✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓					✓	✓	✓

F1 Healthy Me

Piece (session)	Overall effectiveness					Effectiveness of leadership and management								Quality of teaching, learning and assessment							Personal development, behaviour and welfare										Outcomes for children*			
	1a	1b	1c	1d	1e	2a	2b	2c	2d	2e	2f	2g	2h	3a	3b	3c	3d	3e	3f	3g	3h	4a	4b	4c	4d	4e	4f	4g	4h	4i	4j	5a	5b	
1	✓	✓	✓						✓	✓			✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	
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3	✓	✓	✓						✓	✓			✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	
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6	✓	✓	✓	✓					✓	✓			✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓

F1 Relationships

Piece (session)	Overall effectiveness					Effectiveness of leadership and management								Quality of teaching, learning and assessment							Personal development, behaviour and welfare										Outcomes for children*		
	1a	1b	1c	1d	1e	2a	2b	2c	2d	2e	2f	2g	2h	3a	3b	3c	3d	3e	3f	3g	3h	4a	4b	4c	4d	4e	4f	4g	4h	4i	4j	5a	5b
1	✓	✓	✓						✓	✓			✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
2	✓	✓	✓						✓	✓			✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
3	✓	✓	✓						✓	✓			✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
4	✓	✓	✓	✓					✓	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
5	✓	✓	✓						✓	✓			✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
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F1 Changing Me

Piece (session)	Overall effectiveness					Effectiveness of leadership and management								Quality of teaching, learning and assessment							Personal development, behaviour and welfare										Outcomes for children*		
	1a	1b	1c	1d	1e	2a	2b	2c	2d	2e	2f	2g	2h	3a	3b	3c	3d	3e	3f	3g	3h	4a	4b	4c	4d	4e	4f	4g	4h	4i	4j	5a	5b
1	✓	✓	✓						✓	✓			✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓				✓	✓	✓	✓
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Piece 5 and 6 specifically deal with preparing children for school and ensuring that any concerns or worries are addressed.