



Mapping Jigsaw 11-16 and the Ofsted education inspection framework (January 2019 – draft)

The education inspection framework has been devised by Her Majesty's Chief Inspector for use from September 2019. It sets out the principles that apply to inspection, and the main judgements that inspectors make when carrying out inspections of maintained schools, academies, non-association independent schools, further education and skills providers and registered early years settings in England.

The education inspection framework applies to the inspection of different education, skills and early years settings to ensure comparability when learners move from one setting to another. It supports consistency across the inspection of different remits.

As well as providing a judgement on the school's 'overall effectiveness', inspectors will also make graded judgements on the following key areas using the 4-point scale:

- quality of education
- behaviour and attitudes
- personal development
- leadership and management.

The grids and text below explain how Jigsaw 11-16 contributes to the Ofsted expectations for 'personal development' and 'behaviour and attitudes'.

Jigsaw's whole-school approach, emphasis on positive relationship with self and others and its underpinnings in mindfulness philosophy and practice, add to the ethos and culture of the school as well as providing an effective and comprehensive PSHE Programme.

Inspectors will consider intent, implementation and impact in relation to the 4 key judgements.

What inspectors will consider when making judgements and how Jigsaw 11-16 contributes

Personal development

The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. This judgement evaluates the school's intent to provide for the personal development of pupils, and the quality with which the school implements this work. It recognises that the impact of the school's provision for personal development will often not be assessable during pupils' time at school.

At the same time as the school is working with pupils, those pupils are also being influenced by other factors in their home environment, their community and elsewhere. Schools can teach pupils how to build their confidence and resilience, for example, but they cannot determine how well young people draw on this. Similarly, schools cannot make children active, engaged citizens, but they can help pupils understand how to engage with society and provide them with plentiful opportunities to do so. Schools are able to take effective action to prepare pupils for many aspects of life, but the impact of this work may not be seen until many years later. In this judgement, therefore, inspectors will seek to evaluate the quality and intent of what a school provides, but will not attempt to measure the impact of the school's work on the lives of individual pupils.

This judgement focuses on the dimensions of the personal development of pupils that our education system has agreed, either by consensus or statute, are the most significant:

	How can Jigsaw 11-16 contribute?
developing responsible, respectful, active citizens who are able to play their part and become actively involved in public life as adults	<p>Jigsaw 11-16 offers an holistic PSHE learning journey spanning the pupil's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly-changing world. Jigsaw is a programme for 11- to 16-year-olds, which comprises PSHE (Personal, Social, Health Education), resilience, mental health, emotional literacy, social and employability skills, British values, and SMSC (spiritual, moral, social, cultural development), as well as an inclusive philosophy including Relationship and Sex Education.</p> <p>Growing pupil voice, nurturing the belief in personal agency and reflection on their roles in local and global community, as well as explicit teaching on politics and democracy all help to develop active and engaged citizens.</p> <p>The focus on mental health is evident throughout. The Jigsaw team is passionate about mental health being a pre-requisite for successful learning, for health, happiness and positive life choices. It is also crucial for understanding</p>

	<p>that young people need to be empowered to understand themselves and their minds in order to combat stress, pressure and influences that may cause them harm.</p> <p>The Jigsaw 11-16 Programme has been mapped fully to <i>the PSHE Association Programme of Study (2017)</i> and amply covers all the expectations and outcomes, comfortably meeting the statutory requirements set out in the DfE guidance 2019, plus much more.</p>
<p>developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance</p>	<p>Jigsaw integrates numerous areas for student development through the entire scheme of learning. They have been mapped across the year groups and across each of the Puzzles (units) to ensure that there is full coverage of development opportunities through the entire scheme – featuring in every Jigsaw Piece (lesson).</p> <p>Elements of each Jigsaw lesson will support student development of British values: democracy, rule of law, individual liberty, mutual respect and tolerance of others.</p>
<p>promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique</p>	<p>The need to ensure progression and continuity from age 3 to 16 is paramount, as is the need for these to be easily identified by teachers to enable links to be made from year to year and from Puzzle to Puzzle. This is achieved with the veins of learning, one of which is relationships.</p> <p>Some of the Puzzles (units) e.g. celebrating Difference, specifically address protected factors in the Equalities Duty as well as increasing understanding of self and others and place in the world.</p> <p>The relationship with self (involving self-awareness, self-identity, innate qualities and skills of resilience, self-esteem) is the vital starting point, which has an impact on everything else, from decisions regarding health to relationships chosen. Positive and successful relationships with others stem from this starting point, including others in friendships, family, communities and as a global citizen. Skills of empathy, intimacy, communication, negotiation and conflict resolution are enabled through Jigsaw 3-16, as appropriate at different ages and stages of development.</p>

<p>promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation</p>	<p>Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and students alike, is vital. To enable this, it is important that ‘ground rules’ are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and students will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.)</p> <p>Each Jigsaw 11-16 lesson starts with the Jigsaw Charter, and the principles within the Charter are upheld by students and teachers alike throughout the lesson.</p> <p>Specific lessons address the protected factors as listed here, all within a growing understanding of similarity and difference, prejudice, discrimination, conflict resolution, respect and individuality, which is nurtured from age 3 throughout every year group of the Jigsaw Programme.</p>
<p>developing pupils’ character, the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society</p>	<p>Jigsaw integrates numerous areas for student development through the entire scheme of learning. They have been mapped across the year groups and across each of the Puzzles (units) to ensure that there is full coverage of development opportunities through the entire scheme – featuring in every Jigsaw Piece (lesson).</p> <p>Elements of each Jigsaw lesson will support student development of</p> <ul style="list-style-type: none"> • The emotional literacy domains: self-awareness, social skills, empathy, motivation and managing feelings, and • British values: democracy, rule of law, individual liberty, mutual respect and tolerance of others. • The SMSC development opportunities: social, moral spiritual and cultural. <p>The Big Questions are designed to bring together all learning from the Puzzle and to develop critical thinking skills. Different questions feature across all year groups, so that students can track their own development and changing opinions as they progress through the Puzzles and through the year groups. This ensures a developmental and progressive scheme. It is also a good opportunity for student reflection and lends a philosophical aspect to the lessons.</p> <p>The article on the website (Articles A-Z, Character Strengths) shows in more detail, how Jigsaw contributes to each of the virtues and character strengths prioritised in the Ofsted expectations.</p>

<p>developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy</p>	<p>There are myriad ways in which Jigsaw, the mindful approach to PSHE, helps students learn about, improve and sustain good mental health, and these lessons more than cover the requirements set out in the latest government guidance on teaching about mental health. For example, each lesson plan states clearly which of the five emotional literacy domains it contains so that it is clear of the purpose of that lesson in terms of student development, not just their 'knowledge learning'. Confidence in oneself, awareness of self-identity and authentic self-esteem— the backbones of good mental health – are sometimes difficult for students to develop. However, a tried-and-tested method is used in Jigsaw and is proving to be invaluable when helping students to become more successful in all aspects of their lives, not just as learners.</p> <p>The philosophy and practice of mindfulness, through which students learn to be aware of their thoughts and feelings in the present moment without judgement, and to direct their minds to focus on whatever they choose to focus on, is taught in every Jigsaw lesson – through the mindfulness practice time, through visualisation and through breathing techniques. Mindfulness philosophy is woven through many lessons to enhance this understanding and how it impacts positively in real-life situations.</p> <p>Teaching and learning methods used help young people to become more confident in themselves and their abilities, enabling them to speak and find their voice.</p> <p>Much of Jigsaw 11-16 explores how the adolescent brain is developing and how students can use a range of techniques to improve and maintain their mental health and confidence.</p>
<p>developing pupils' understanding of how to keep physically healthy and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities</p>	<p>The Puzzle 'Healthy Me' is the main vehicle for students to learn about mental and physical health. From the beginning to the end of the programme, students learn about taking responsibility for health, substances and their effects, nutrition, medicine, sleep, brain development, and mental illness and health. The whole programme aims to nurture self-esteem so that students feel 'worthy' of taking care of themselves.</p> <p>The Jigsaw Approach is underpinned by mindfulness and this aims to empower students to learn now and improve their life-chances later, and to help them develop personal awareness. Mindfulness practice enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it, allaying and managing stress and anxiety and helping grow gratitude and appreciation, a positive psychology towards life. (cont..)</p>

	<p>The latest guidance recommends that schools needs to teach social and emotional skills. These skills are too important to only be learnt by osmosis, which is why Jigsaw 3-16 develops them in a structured and developmental way throughout every age group. A programme like Jigsaw is so helpful to schools, because it sets out exactly how students learn best and how to teach skills that lead to better social, emotional and mental health, which in turn builds the capacity to learn.</p> <p>Schools can be confident that a focus on well-being and mental health not only enables them to provide healthy and happy school environments for students and staff, and prepare the citizens of tomorrow with sound character and values, but also directly supports their more immediate mission, which is shared by Jigsaw: the promotion of effective learning.</p>
<p>developing an age-appropriate understanding of healthy relationships through appropriate relationship and sex education</p>	<p>One of the Puzzles (units) in Jigsaw 3-16 is dedicated to the development of relationships, as is one of the veins (the threads that are woven throughout the programme). In Jigsaw, the relationship with self (involving self-awareness, self-identity, innate qualities and skills of resilience, self-esteem) is the vital starting point, which has an impact on everything else, from decisions regarding health to relationships chosen. Positive and successful relationships with others stem from this starting point, including others in friendships, family, communities and as a global citizen. Skills of empathy, intimacy, communication, negotiation and conflict resolution are enabled through Jigsaw 3-16, as appropriate at different ages and stages of development.</p> <p>The Jigsaw Sex Education Pieces (lessons) in the Changing Me Puzzle, aim to give students their entitlement to information about puberty, human reproduction, sexual health, consent and all aspects in the DfE Guidance, statutory from 2020, and as appropriate to their age and stage of development. It is treated in a matter-of-fact manner to allay embarrassment and fear. We do not believe it is controversial. It is flexible enough for a school to ensure that the material fits their ethos and values. There is a strong safeguarding element to this work.</p> <p>The materials in Jigsaw are original so all schools are advised to check them carefully to ensure they fit appropriately with the philosophy and ethos of that setting. Schools with religious character will obviously need to check their own diocesan/organisation's advice during this process. Sample policy documents will be added to the Community Area of the Jigsaw website to assist schools in updating policy in line with DfE guidance.</p>

<p>providing an effective careers programme that offers advice, experience and contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the career to which they aspire</p>	<p>Jigsaw 11-16 resources can assist schools in their delivery of a robust and meaningful careers strategy. Indeed, the Puzzle 'Dreams and Goals' holds most of the explicit lessons on finances, where it looks at enterprise and fundraising, aspirations, jobs and careers. For all year groups, learning intentions are focused on perseverance, achieving goals and thinking about what needs to happen now so that things can be achieved in the future. Equally, the emphasis is on jobs and careers, and deciding on what is important in life.</p> <p>Whilst the resources in Jigsaw 11-16 cannot facilitate work visits, etc., they can add to the experience of the job world, through lessons on the job market, skills needed in the workplace, and coping with challenges, as well as lessons on situations that may occur at work, taught through scenarios. Lessons across the programme contribute by teaching students about themselves, their behaviour, their expectations, and how other people may be different/the same as them.</p> <p>See the Jigsaw 11-16 document on DfE Careers Strategy and the Eight Benchmarks set by the Gatsby Charitable Foundation.</p>
<p>supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition to the next stage successfully.</p>	<p>Each Puzzle (unit) includes a lesson where the activities lend themselves to providing students with evidence of their personal development, which is denoted by a CV development opportunity image. The outcome or product from these lessons (from the students' perspective) can be transposed to one or more of the sections of the CV template, thus providing a record of progress, as well as an opportunity to build a CV with real learning experiences.</p> <p>The Puzzles Dreams & Goals, Being Me in My World and Changing Me form the basis of learning about the forthcoming stages of life – focusing on preparation and transition. There are numerous lessons on making the most appropriate choices and having all the relevant information to make choices about education, training and employment.</p>

Spiritual, moral, social and cultural development

Inspectors will evaluate the effectiveness of the school’s provision for pupils’ spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school’s activities, but draws together many of the areas covered by the personal development judgement.

Jigsaw 11-16 integrates numerous areas for student development through the entire scheme of learning. They have been mapped across the year groups and across each of the Puzzles (units) to ensure that there is full coverage of development opportunities through the entire scheme – featuring in every Jigsaw Piece (lesson).

Elements of each Jigsaw lesson will support student development of

- The emotional literacy domains: self-awareness, social skills, empathy, motivation and managing feelings, and
- British values: democracy, rule of law, individual liberty, mutual respect and tolerance of others.
- The SMSC development opportunities: social, moral spiritual and cultural.

Provision for the spiritual development of pupils includes developing their:

Spiritual development	How can Jigsaw 11-16 contribute?
ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	The Big Questions are designed to bring together all learning from the Puzzle and to develop critical thinking skills. Different questions feature across all year groups, so that students can track their own development and changing opinions as they progress through the Puzzles and through the year groups. This ensures a developmental and progressive scheme. It is also a good opportunity for student reflection and lends a philosophical aspect to the lessons.
interest in, and respect for, different people’s faiths, feelings and values	The Puzzle ‘Celebrating Difference’ covers a wide range of topics across the year groups, and within this unit, students learn about similarities and differences (diversity), appearance, disability, racism, power, friendships, conflict... to accepting everyone’s right to ‘difference’, regardless of their circumstances or choices; students explore the concept of bullying – what it is and what it isn’t, including cyber and homophobic bullying. There is a strong focus on the Equalities Act, as well as the concept of equity.

<p>sense of enjoyment and fascination in learning about themselves, others and the world around them</p>	<p>The Jigsaw 11-16 lesson structure enables students to hone their learning skills, starting with the Stimulus activity, which engages the students' attention and draws them in to the session. This might constitute a quote, a picture, a question – a stimulus that focuses the mind on the essence of the lesson and on what is most significant.</p> <p>The Tell Me/Show me section of the lesson introduces new concepts, skills and information, using a range of teaching approaches and activities that engage students. A series of questions (included in all parts of the lesson and featured on the slides/in the Notes section of the slides) to help facilitate the sessions and to encourage a flow of ideas and debates.</p> <p>The Big Bit part of the lesson enables students to extend their thinking and reasoning, after having been exposed to a new stimulus. It also helps students to manipulate, use and discuss with this new information, so that they 'accommodate' it into their existing learning.</p> <p>At the end of every lesson, the main messages of the lesson are reinforced in Finishing Facts, and students are encouraged to reflect on what they have learnt, how they feel about this, and to think about the progress they have made – perhaps in their attitudes and values, not just in their knowledge acquisition. They are encouraged to apply their new knowledge to the Big Question.</p> <p>Students report enjoying Jigsaw lessons as they are relevant to their real lives and they have opportunities to express their opinions and feelings.</p> <p>Teachers report enjoying teaching Jigsaw as the lessons are very easy to use and include well-designed learning activities.</p>
<p>use of imagination and creativity in their learning</p>	<p>In addition to all other parts of the Jigsaw 11-16 lesson structure, the Big Bit part of the lesson enables students to extend their thinking and reasoning, after having been exposed to a new stimulus. It also helps students to manipulate, use and discuss with this new information, so that they 'accommodate' it into their existing learning.</p>
<p>willingness to reflect on their experiences.</p>	<p>At the end of every lesson, the main messages of the lesson are reinforced in Finishing Facts, and students are encouraged to reflect on what they have learnt, how they feel about this, and to think about the progress they have made – perhaps in their attitudes and values, not just in their knowledge acquisition. They are encouraged to apply their new knowledge to the Big Question. (cont...)</p>

	<p>Jigsaw Journals form an optional part of the Ages 11-12 Jigsaw learning experience, and each student can have a Journal in which to gather their Jigsaw work and evidence their learning. These are meant to enable students to feel a sense of pride in their work and for the teacher to have evidence of their progress. In the Journal, we suggest there is a section for each Puzzle (unit); within each of these sections, students collect pieces of work, photos of group activities, 'Reflection' notes and anything else that is meaningful to them as they progress through their Jigsaw journey. The Journal becomes a portfolio of their learning. It is up to school settings how they provide Journals for each student.</p>
--	--

Provision for the moral development of pupils includes developing their:

<p>Moral development</p>	<p>How can Jigsaw 11-16 contribute?</p>
<p>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p>	<p>Jigsaw 11-16 offers numerous experiences for students to flex their developing skills. Students are taught and empowered to know their own minds, to operate from a position of self-awareness, mindfulness and self-valuing, and to develop the capacity to empathise with others as well as to think with discernment. Indeed, the vision for Jigsaw 11-16 (what Jigsaw aims to provide for students) includes having safe place to push boundaries and explore big questions; it provides accurate knowledge and sound skill-base enabling young people to thrive, and helps to foster an environment where students can learn to be well-motivated, young citizens with agency. Crucially, the programme offers a means for developing discernment, specifically with a focus on communication, inter-personal and employability skills needed now and in the future. Overall, Jigsaw 11-16 lessons give students the opportunity to understanding and value themselves and their own identity and sense of worth.</p> <p>One of the favourite teaching/learning activities used in Jigsaw is scenarios, giving students the opportunity to discuss situations relevant to their own lives, speculate on the characters' feelings and motivations and make decisions about their moral choices.</p>
<p>understanding of the consequences of their behaviour and actions</p>	<p>Throughout Jigsaw 3-16, a range of teaching and learning methods is used in order for everyone to get the best out of the lesson. Often, owing to the nature of the lesson content, it can sometimes feel a little awkward to consider or discuss some topics, which is why there are numerous learning strategies in Jigsaw that encourage more open discussion whilst at the same time giving some protection to the feelings of both students and teachers. Distancing techniques depersonalise situations and can help everyone to feel more secure and safe. (cont...)</p>

	<p>Being in a role, putting yourself in another’s shoes or speaking in response to the actions of others (real or imaginary) allows students to explore their feelings about issues safely, because they are not speaking or acting as themselves. Distancing also helps students learn and subsequently reflect on how something applies to their own lives. Students who struggle with written work often thrive when given the opportunity to take on roles or to respond to scenarios, when they can explore safely consequences in terms of their behaviour choices – and there are numerous opportunities to do this throughout Jigsaw 11-16 lessons across the year groups.</p> <p>Every year group begins with students creating the Jigsaw Charter exploring how they will try to behave with and treat each other, including their suggested consequences of both adhering to the Charter or not.</p>
<p>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p>	<p>By teaching Jigsaw 11-16 lessons well, school settings can expect to develop discerning and mindful human beings willing to participate as positive citizens, with questioning and challenging minds that want to learn. The Jigsaw 11-16 programme encourages students to develop their self-knowledge for self-efficacy, their emotional literacy skills, and their exploration skills – looking for their own answers and feeling confident in themselves.</p>

Provision for the social development of pupils includes developing their:

Social development	How can Jigsaw 11-16 contribute?
<p>use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</p>	<p>In every Jigsaw 11-16 lesson, there are two learning intentions. The purple PSHE Learning Intention denotes what the students will learn in terms of PSHE content (personal, social, health and economic education). The green Social and Emotional Skills Learning Intention denotes what the students will learn in terms of social and emotional skills. The emotional literacy domains: self-awareness, social skills, empathy, motivation and managing feelings.</p> <p>The latest guidance recommends that schools needs to teach social and emotional skills. These skills are too important to only be learnt by osmosis, which is why Jigsaw 3-16 develops them in a structured and developmental way throughout every age group 3-16. A programme like Jigsaw is so helpful to schools, because it sets out exactly how students learn best and how to teach skills that lead to better social, emotional and mental health, which in turn builds the capacity to learn.</p>

<p>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</p>	<p>Numerous lessons in Jigsaw 11-16 afford students the opportunity to learn about their local and wider communities, to consider the wide variety of settings around them and beyond, and to practise essential social skills such as resolving conflict – many of which appear in the Celebrating Difference and Relationships Puzzles. These lessons provide a wealth of real-life examples and scenarios, where students can test out their understanding within a secure environment. Indeed, the skills of empathy, intimacy, communication, negotiation and conflict resolution are enabled through Jigsaw 3-16, as appropriate at different ages and stages of development.</p>
<p>acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>Jigsaw integrates numerous areas for student development through the entire scheme of learning. They have been mapped across the year groups and across each of the Puzzles (units) to ensure that there is full coverage of development opportunities through the entire scheme – featuring in every Jigsaw Piece (lesson).</p> <p>Elements of each Jigsaw lesson will support student development of</p> <ul style="list-style-type: none"> • The emotional literacy domains: self-awareness, social skills, empathy, motivation and managing feelings, and • British values: democracy, rule of law, individual liberty, mutual respect and tolerance of others. • The SMSC development opportunities: social, moral spiritual and cultural. <p>Some Puzzles lend themselves specifically to developing understanding of different beliefs and worldviews, encouraging the development of respect and empathy.</p>

Provision for the cultural development of pupils includes developing their:

	How can Jigsaw 11-16 contribute?
understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	Opportunities to learn about and appreciate a wide range of cultural influences exists across the board in Jigsaw 11-16, most notably in the Puzzles Being Me In My World and Celebrating Difference – both of which offer ample chances for students to learn about different cultures, different perspectives and alternative opinions.
understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain	In addition to the point above, examples of such opportunities are scattered across the programme. For example, in Ages 12-13, there is a lesson in Being Me In My World that focuses on cultural diversity, being respectful of other people’s faiths and beliefs (with a keen sense of discernment that not all opinions must automatically be respected), and equality of human rights.
ability to recognise, and value, the things shared in common across cultural, religious, ethnic and socio-economic communities	Multiple examples of learning about similarities and differences occur throughout the Jigsaw 11-16 programme. For instance, there is a lesson called ‘How different are we really?’ in Ages 12-13 Celebrating Difference, which encourages students to explore how the similarities among humans are greater than the differences.
knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	Jigsaw 11-16 is a universal, comprehensive PSHE programme and covers a wide range of important topics. It must be noted that, according to the latest guidance from the PSHE Association and the DfE draft guidance, Britain’s parliamentary system does not need to be covered in PSHE. However, Jigsaw PSHE goes one step further than most other PSHE programmes and ensures that this is in Ages 14-15 lessons in Being My In My World, so that students have the opportunity to learn about political influence and how history has played a key role in shaping the state of Britain today. It is invaluable for students to see a 360-degree view of the world through PSHE’s viewfinder.

<p>willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</p>	<p>There are several ways that Jigsaw 11-16 lessons and philosophy encourage students to participate in life – by focusing on their sense of self-awareness, self-worth and self-efficacy, so that they can respond positively to external stimuli positively and whole-heartedly.</p>
<p>interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity and things we share in common. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>	<p>Inclusivity and respect for self and others is integral to Jigsaw. Indeed, establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and students alike, is vital. To enable this, it is important that ‘ground rules’ are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and students will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.)</p> <p>Each Jigsaw 11-16 lesson starts with the Jigsaw Charter, and the principles within the Charter are upheld by students and teachers alike throughout the lesson. And a key element of the Charter is about recognising and upholding everyone’s <i>right</i> to an opinion, and equally their <i>responsibility</i> to respect a difference of opinion.</p>

Personal development

Inspectors will make a judgement on the quality of education by evaluating the extent to which:

	How can Jigsaw 11-16 contribute?
<p>the curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents</p>	<p>Jigsaw 11-16 offers numerous experiences for students to stretch their developing skills. Students are taught and empowered to know their own minds, to operate from a position of self-awareness, mindfulness and self-valuing, and to develop the capacity to empathise with others as well as to think with discernment. Indeed, the vision for Jigsaw 11-16 (what Jigsaw aims to provide for students) includes having safe place to push boundaries and explore big questions; it provides accurate knowledge and sound skill-base enabling young people to thrive, and helps to foster an environment where students can learn to be well-motivated, young citizens with agency. Crucially, the programme offers a means for developing discernment, specifically with a focus on communication, inter-personal and employability skills needed now and in the future. Overall, Jigsaw 11-16 lessons give students the opportunity to understanding and value themselves and their own identity and sense of worth.</p>
<p>the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy</p>	<p>Schools can be confident that a focus on well-being and mental health not only enables them to provide healthy and happy school environments for students and staff, and prepare the citizens of tomorrow with sound character and values, but also directly supports their more immediate mission, which is shared by Jigsaw: the promotion of effective learning.</p> <p>Each lesson plan states clearly which of the five emotional literacy domains it contains so that it is clear of the purpose of that lesson in terms of student development, not just their 'knowledge learning'. Confidence in oneself, awareness of self-identity and authentic self-esteem– the backbones of good mental health – are sometimes difficult for students to develop. However, a tried-and-tested method is used in Jigsaw and is proving to be invaluable when helping students to become more successful in all aspects of their lives, not just as learners.</p> <p>The philosophy and practice of mindfulness, through which students learn to be aware of their thoughts and feelings in the present moment without judgement, and to direct their minds to focus on whatever they choose to focus on, is taught in every Jigsaw lesson – through the mindfulness practice time, through visualisation and through breathing techniques. Mindfulness philosophy is woven through many lessons to enhance this understanding and how it impacts positively in real-life situations.</p>

<p>at each stage of education, the provider prepares learners for future success in their next steps</p>	<p>Jigsaw 11-16 offers countless opportunities for students to prepare for the next stage of their lives. One such opportunity is for teaching and learning about financial capability and economic well-being. The Puzzle Dreams and Goals contains most of the explicit lessons on finances, where it looks at enterprise and fundraising, aspirations, jobs and careers. For all year groups, learning intentions are focused on perseverance, achieving goals and thinking about what needs to happen now so that things can be achieved in the future. Equally, the emphasis is on jobs and careers, and deciding on what is important in life.</p> <p>In addition, the Changing Me lessons for ages 11-15 offer massive scope for learning about success, what it looks like, and how to achieve it, using a step-by-step process that is appropriate to students' age and stage of development.</p> <p>Jigsaw 11-16 is a universal programme and will be relevant to most students. If students require more input on a specific topic, the school setting will need to provide or suggest targeted support services appropriate to need. In addition to this, Jigsaw 11-16 can help by providing useful places to find more information and, as such each lesson ends with signposting: the final slide of each lesson features links to useful websites that are relevant to the messages of the lesson.</p>
<p>the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</p>	<p>Jigsaw 11-16 offers numerous experiences for students to flex their developing skills. Students are taught and empowered to know their own minds, to operate from a position of self-awareness, mindfulness and self-valuing, and to develop the capacity to empathise with others as well as to think with discernment. Indeed, the vision for Jigsaw 11-16 (what Jigsaw aims to provide for students) includes having safe place to push boundaries and explore big questions; it provides accurate knowledge and sound skill-base enabling young people to thrive, and helps to foster an environment where students can learn to be well-motivated, young citizens with agency. Crucially, the programme offers a means for developing discernment, specifically with a focus on communication, inter-personal and employability skills needed now and in the future. Overall, Jigsaw 11-16 lessons give students the opportunity to understand and value themselves and their own identity and sense of worth.</p> <p>There is a strong focus on the Equalities Act, as well as the concept of equity. As Jigsaw is the mindful approach to PSHE, it makes a significant contribution towards ensuring that the curriculum and the learning environment that students experience lays down a grounding in which the ideological and emotional roots of extremist beliefs, attitudes and behaviours cannot flourish. This contribution emerges first and foremost through the underpinning philosophy of the Jigsaw Programme and the learning styles it advocates, but also through many aspects of the specific content of the themes or 'Puzzles' that make up the Programme.</p>

What inspectors will consider when making judgements and how Jigsaw 11-16 contributes

Behaviour and attitudes

This judgement considers how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils. The judgement focuses on the factors that research and inspection evidence indicate contribute most strongly to pupils' positive behaviour and attitudes, thereby giving them the greatest possible opportunity to achieve positive outcomes. These factors are:

Factors that contribute to pupils' positive behaviour and attitudes	How can Jigsaw 11-16 contribute?
a calm and orderly environment in the school and the classroom as an essential factor for pupils to be able to learn	<p>Jigsaw 11-16 offers all school settings a comprehensive scheme of learning that covers Personal, Social, Health Education, emotional literacy, social skills, and mental health and resilience development. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. The Jigsaw Programme is designed as a whole-school approach, with year groups working on the same theme (Puzzle) at the same time. The Jigsaw 11-16 programme builds on the Jigsaw 3-11 Programme, offering an holistic PSHE learning journey spanning the pupil's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly-changing world.</p> <p>The focus on mental health is evident throughout. The content is student-driven and is in line with the most recent national guidance. Jigsaw lessons are developmental and progressive: they build and enhance student skills via a spiral curriculum. Put simply, this means that concepts, ideas, knowledge and skills are revisited in almost every year group.</p> <p>Inclusivity and respect for self and others is integral to Jigsaw. Indeed, establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and students alike, is vital. It ensures that there are clear routines and expectations in place in each lesson, which foster a calm and well-managed learning environment. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and students will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.)</p>
the setting of clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom	
a strong focus on attendance and punctuality so that disruption is minimised	
clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff. Children, and particularly adolescents, often have particularly strong concepts of fairness that may be challenged by different treatment by...	

<p>...different teachers or of different pupils</p>	<p>Each Jigsaw 11-16 lesson starts with the Jigsaw Charter, and the principles within the Charter are upheld by students and teachers alike throughout the lesson. And a key element of the Charter is about recognising and upholding everyone's <i>right</i> to an opinion, and equally their <i>responsibility</i> to respect a difference of opinion.</p> <p>Throughout Jigsaw 11-16, there are numerous ways in which students learn about the keeping themselves safe both physically and emotionally, including when using technology. They are taught in age- and stage-appropriate ways, about what to say and do if they don't feel safe in a situation, or if something feels uncomfortable or not right to them, from bullying and unwanted physical contact to racism and being safe with technology. The emphasis is on helping students realise their independence and be responsible for themselves whilst knowing how and where to access advice and support when they need it. Likewise, students are taught and empowered to know their own minds, to operate from a position of self-awareness, mindfulness and self-valuing, and to develop the capacity to empathise with others as well as to think with discernment.</p> <p>Schools can be confident that a focus on well-being and mental health not only enables them to provide healthy and happy school environments for students and staff, and prepare the citizens of tomorrow with sound character and values, but also directly supports their more immediate mission, which is shared by Jigsaw: the promotion of effective learning.</p>
<p>pupil motivation and positive attitudes to learning as important predictors of attainment. Developing positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education</p>	
<p>a positive, respectful, school culture in which staff know and care about pupils</p>	
<p>an environment where pupils feel safe, in which bullying and discrimination are not accepted and in which they are dealt with quickly, consistently and effectively whenever they occur.</p>	