



How can the Jigsaw PSHE Health and Well-Being Programmes be utilised by Welsh Schools, using the Pupil Development Grant?

What do we offer?



Jigsaw PSHE is a health and well-being programme which perfectly connects the pieces of Personal, Social and Health Education, emotional literacy, social skills and spiritual development into an easy to use lesson-a-week programme. Designed as a whole-school approach, Jigsaw provides a detailed and comprehensive scheme of learning for ages 3-16. Jigsaw makes teachers' lives easier by providing well-structured, progressive lesson plans with teaching resources included.

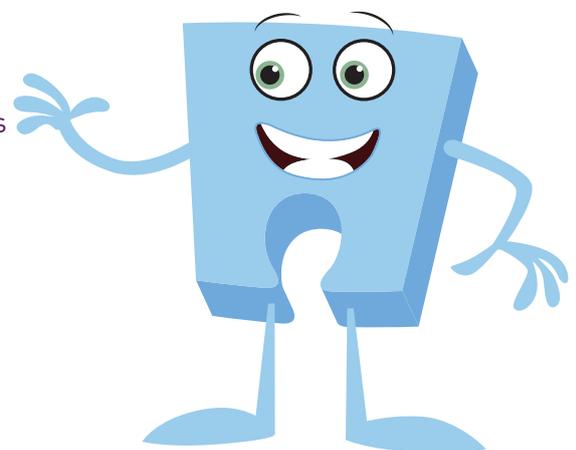


The Jigsaw Families Programme is an innovative programme supporting children and their care-givers with the knowledge, skills and confidence to develop healthy, strong, lasting and loving relationships. Jigsaw Families sessions provide an informal, friendly and safe environment to explore the challenges 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) allows schools to show measurable impact of their activities. Schools know, to help children maximise their learning opportunities, they need to nurture not only the external factors influencing learning but also the 'internal learning environment' within each child. This includes the child's mental health, emotional literacy, motivation and capacity for resilience.

The Jigsaw Resilience and Engagement Scale and Toolkit presents a straightforward, time-effective way for schools to determine each child's given starting point with regard to their resilience and engagement; then goes on to identify appropriate interventions to help build both, and give lesson plans and a toolkit with which to do this.



The Pupil Development Grant:

“The PDG is extra funding from the Welsh Government to overcome additional barriers poorer pupils face that prevent them from achieving their full potential. This may include exceptionally able pupils who, because of their family background are not achieving their full personal potential, even though they appear to be holding their own in comparison with their peers.”

(“What really works?” www.cymru.gov.uk)

This document will explain how the Jigsaw programmes (Jigsaw PSHE for ages 3-16, Jigsaw Families and the Jigsaw Resilience and Engagement Scale and Toolkit (REST)) can be successfully used to support these pupils.

According to the Estyn document “Effective Practice in Tackling Poverty and Disadvantage in Schools” (<https://www.estyn.gov.wales/thematic-reports/effective-practice-tackling-poverty-and-disadvantage-schools-november-2012>) there are 10 strategies that schools in challenging circumstances do well. These are listed below with their links to Jigsaw.

	Estyn Recommends:	Jigsaw Recommends:
1	Taking a whole-school approach to tackling disadvantage	Jigsaw PHSE 3-11 and 11-16. The whole school approach embedded within these programmes enhances life chances of all learners but can especially heighten the aspirations of PDG pupils and improve their life skills and employability potential.
2	Using data to track the progress of disadvantaged pupils	Pupils receiving any of the three programs can have baseline and further data analysed to show impact. The REST specifically provides a scale to assess baseline and progress and Jigsaw PSHE includes assessment which is also being embedded into a number of commercial software tracking programmes – see our website for details.
3	Improving disadvantaged pupils’ literacy and learning skills	Although not the specific aim of our health and well-being programmes, the varied teaching and learning activities throughout all 3 programmes, including the frequent use of stories, contribute to pupils’ oracy and literacy. Learning skills are specifically approached within the Dreams and Goals puzzle (unit) in Jigsaw PSHE but every lesson includes social skills development to aid collaborative learning.
4	Improving the social and emotional skills of disadvantaged pupils	All 3 programmes will enable pupils to enhance these skills. Jigsaw PSHE fulfils this on a whole school level, every lesson having a specific learning intention focusing on developing social skills and emotional literacy alongside a more HWB intention, with further targeted interventions available through REST and Families.
5	Improving the attendance, punctuality and behaviour of disadvantaged pupils	Although not specifically in the remit of our programmes, pupils who are happy at school and who feel secure in discussing important issues in a safe environment, are more likely to attend and self-regulate their behaviour. The mindful approach embedded throughout the Jigsaw programmes enables pupils to regulate their emotional states and manage their behaviours rather than just react to situations.

6	Tailoring the curriculum to meet the needs of disadvantaged pupils	The specific interventions afforded by the Jigsaw Families Programme and Jigsaw REST can be tailored to support disadvantaged pupils, whilst the PSHE Programmes build self-esteem and aspiration.
7	Providing enriched experiences and a variety of extra-curricular activities	Whilst none of these programmes specifically provide extra-curricular activities, Jigsaw Families does contain materials for families to use at home and throughout Jigsaw PSHE, children are exposed to wider experiences through learning about opportunities within and outside their immediate environment and the lives of children around the world.
8	Listening to pupils and encouraging participation	All Jigsaw programmes specifically promote these skills. Pupils have reported that since the Jigsaw PSHE programmes have started in their schools, they do feel more able to voice their needs and concerns and that they are listened to by both their teachers and their peers. Filming of children in Welsh schools demonstrated this with children saying that they had openly discussed feelings and issues in class that they had never felt comfortable or capable of doing before.
9	Engaging with parents and carers of disadvantaged pupils	Jigsaw REST has specific actions and suggestions which can involve the parents and carers of the children identified as needing support, whilst Jigsaw Families is specifically designed to involve one parent or carer with the targeted pupil in order to address attachment issues and support parenting skills.
10	Developing the expertise of staff to meet the needs of disadvantaged pupils	All schools choosing Jigsaw PSHE are allocated an experienced Jigsaw mentor who can advise and support the staff. Training can also be delivered on both the generic programme and also more specifically on the Relationships and Sex Education aspects of the programme. Schools also have access to free downloadable training materials for self-use to help train their own staff, and the nature of the lesson planning supports teachers to develop PSHE-teaching skills as they teach. For schools purchasing Jigsaw Families, facilitator training is provided for three members of staff who are going to deliver the programme. A web-based training programme is available for Jigsaw REST.

The flowchart available at “What can the PDG be used to support?” at www.gov.wales, allows for PSE to be an integral part of the use of the grant. It states that the funding can be used for individual learners or whole school/class/groups. Even if the activity does not have a direct impact on attainment, it clearly states that if the action can impact on behaviour, well-being, family and community engagement and raise aspirations, which in turn could lead to improved attainment, then it is an eligible activity. All three Jigsaw programmes fulfil these aims. See our impact study conducted by Sheffield Hallam University at <https://www.jigsawpshe.com/does-jigsaw-work/> for further evidence of this.



So how do the Jigsaw programmes fulfil wider research?

The Sutton Trust and the Education Endowment Foundation have commissioned research on the most cost effective areas in which to spend pupil development grant allocation to gain the greatest impact. Although their toolkit was largely devised for the use of the English “Pupil Premium” funding, its recommendations hold true for Welsh schools and it is recommended by Gov.Wales on their website (<https://beta.gov.wales/education-of-disadvantaged-children>).

All of the references below are taken from the Sutton Trust website and toolkit:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

Social and Emotional Learning

In the recommended toolkit, Social and Emotional learning has been specified as an area in which schools can spend very little for a moderate impact based on extensive evidence. Their research has identified that children who are taking part in a programme including social and emotional literacy make catch-up progress of approximately an additional 4 months over the year.

According to the research carried out:

“Improvements seem more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers were committed to the approach appeared to be important.”

[These programmes] benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils. SEL approaches have been found to be effective in primary and secondary schools, and early years settings.”

As a school-wide programme, Jigsaw PSHE certainly fulfils that brief and the addition of Jigsaw Families and REST can contribute in targeting specific children to improve further. Teacher commitment comes from the confidence instilled through our professional development - school training from one of the team. This is even more fully supported the online support provided by the website and online mentoring. That something which can benefit all pupils has been found to specifically benefit the disadvantaged or low-attaining pupils more than others, is a real argument to embed Jigsaw PSHE within your school.

Behaviour Support

In the behaviour area of the toolkit, behaviour “interventions” are defined as anything which

“seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities.”

They continue:

“Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours.”

When you consider that Jigsaw PSHE tackles all of the issues raised above plus other key issues for our children and young people such as relationships with food, cyber-bullying, homophobic bullying and more, it can be seen to be true value for money. The emphasis on emotional and mental health throughout Jigsaw programmes, underpinned by mindfulness philosophy and practice, impacts positively on behaviour and self-regulation. Behaviour issues caused by a lack of confidence and resilience can be approached through REST, whilst those pertaining more to attachment issues and parental influence, can be addressed through the Jigsaw Families programme.

Collaborative Learning:

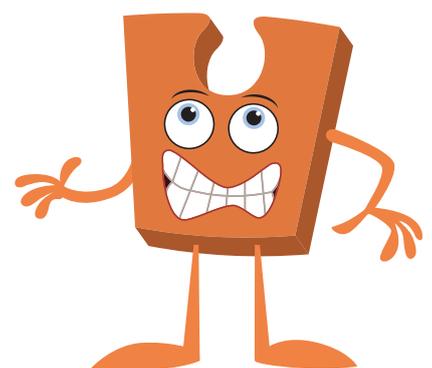
Because Jigsaw PSHE encourages group work and social interaction in every single lesson ("Connect Us" activities start each Primary Jigsaw Piece), it is a true contributor to collaborative learning. In the Toolkit, this is defined as

" learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity."

The research proves:

" The impact of collaborative approaches on learning is consistently positive, but it does vary so it is important to get the detail right. Effective collaborative learning requires much more than just sitting pupils together and asking them to work together; structured approaches with well-designed tasks lead to the greatest learning gains.... Approaches which promote talk and interaction between learners tend to promote the best gains."

The clear structure of Jigsaw PSHE includes all that is needed to help pupils practise these skills by keeping to the same format week on week. It provides carefully designed tasks that encourage enthusiasm and collaboration between the pupils. Feedback from our impact study showed that pupils really enjoyed the tasks they were set and could comment on the learning they had achieved, including their improvement in social skills and the ability to work together. All of these attributes not only increase learning and enjoyment in the children's PSHE lessons, but are also transferable skills for the wider school curriculum. The toolkit estimates that children who learn these skills make an additional 5 months catch-up progress over the year. When you combine this with the progress the behaviour and social and emotional aspects of the programme confer, this shows that Jigsaw PSHE is a real investment for those children needing that extra support.



Meta-Cognition and Self-Regulation

This is one of the most successful strategies cited in the research with 7 months plus progress being recorded when utilised effectively. It is defined as

“ Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.”

“ These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.

The potential impact of these approaches is high, but can be difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.

The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils”

Jigsaw PSHE specifically teaches children these skills. Throughout Jigsaw, but explicitly in the Dreams and Goals unit (puzzle) children are taught how to break tasks and goals into manageable steps and how to learn the skills necessary to achieve them. Because so much of the Jigsaw programme is taught collaboratively, peer support is intrinsic and explicit and learners understand how to ask for help and how to enable each other to improve. Because of the progressive nature of Jigsaw, these skills are built on and embedded throughout the school year and school life of the learner. Jigsaw 11-16 continues these skills and can also help learners quantify them and build this evidence into their CVs.

Self-regulation is also explicitly taught within the mindfulness practice embedded in every Jigsaw Programme. Learners build awareness of their own thoughts and feelings in the moment and thus can identify their thoughts and feelings without judgement and learn how to regulate these and their behaviour. This supports them in recognising when they might need to approach learning tasks differently, independently or ask for support and also helps them identify their own strengths and areas in which they need more support.

Please find further details about all our Jigsaw programmes on our website www.jigsawpshe.com or email your consultant for further support or with any questions.

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