



## How Jigsaw 11-16 can significantly contribute to a positive Estyn Report

Jigsaw is a comprehensive Scheme of Learning covering Health and Well-being, Personal and Social Education, a lesson-a-week programme with all teaching resources, for 11-16-year-olds. [www.jigsawpshe.com](http://www.jigsawpshe.com). This document sets out how Jigsaw 11-16, the mindful approach to Health and Well-Being (Personal and Social Education) for Secondary Schools, can significantly contribute to providing evidence for Estyn inspection criteria. Relevant sections from the Guidance Handbook have been annotated for quick and easy reference.

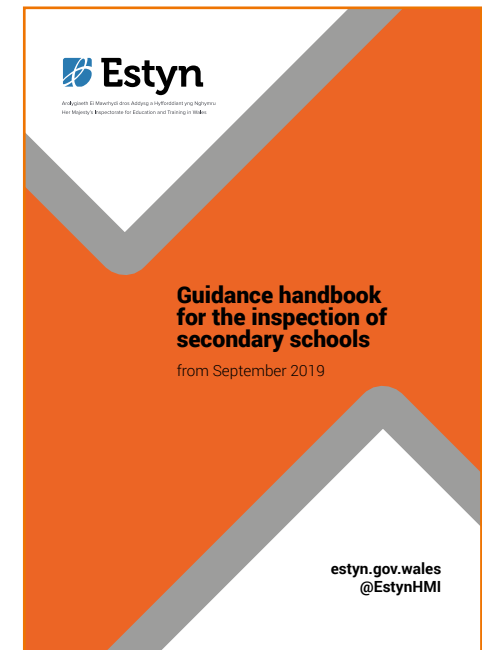
We hope this will be helpful for schools who already use the Jigsaw Programme, and also for those schools who are considering investing in this scheme of learning. Many aspects relating to Estyn have been discussed by both children and teachers in the video of our Welsh Jigsaw Flagship Schools on [www.jigsawpshe.com/health-and-well-being-wales](http://www.jigsawpshe.com/health-and-well-being-wales). The children and teachers were not scripted and the schools had been implementing Jigsaw for 3 months (Abertillery) and 1 year (Cathedral School, Cardiff) when this video was made.

As you know, Estyn inspects under these five inspection areas and this document considers Jigsaw's contribution to each.

1. Standards
2. Wellbeing and attitudes to learning
3. Teaching and learning experiences
4. Care, support and guidance
5. Leadership and management

Estyn judgements:

Level	Description
Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths



## 1 Standards

### 1.1 Standards and progress overall

Inspectors should evaluate the standards reached by pupils overall and judge whether these are appropriate to pupils' ages and abilities. Inspectors should consider pupils' progress, especially their progress from the end of key stage 2 as they move through the school, and during the school year.

Inspectors should base their evaluations of pupils' achievement and progress on the outcomes of lesson observations, learning walks, scrutiny of pupils' work and discussions with pupils. Inspectors should evaluate how well pupils recall previous learning, develop thinking skills, acquire new knowledge, understanding and skills, and apply these to new situations.

Inspectors should consider relevant performance information, for example from the All Wales Core Data Sets. They should consider how well the school is doing overall and the general trend in its performance, especially in relation to national benchmark group comparisons and modelled outcomes where appropriate. Inspectors should look at performance data covering a period of time, normally over at least the last three years, to identify trends in performance. Inspectors should consider the performance data in the light of their own evidence from lesson observation, discussions with pupils and scrutiny of written and practical work.

While inspectors should consider a wide range of information on pupils' standards and progress, they should normally only report on performance data where the outcomes are both collected nationally and externally verified.

### 1.2 Standards and progress of specific groups

Inspectors should evaluate the progress of particular groups of pupils, for example pupils eligible for free school meals, boys and girls, pupils with English as an additional language (EAL), pupils with reduced timetables or regularly receiving education off-site and those from minority ethnic groups.

For pupils with special educational needs (SEN), judgements about achievement should take account of information about their individual needs and abilities. Inspectors should consider the rate of progress these pupils make in relation to their individual targets and starting points. Inspectors should also look at the progress of pupils with relatively weak skills who do not receive support for special educational needs.

Inspectors should consider whether specific groups of pupils are making as much progress as they could in relation to their starting-points and their age and ability. For example, inspectors should consider how well pupils with more developed skills achieve and the extent to which the work they undertake stretches them fully to achieve as well as they could.

Jigsaw 11-16 is structured and consistent, and pupil assessment is part of every lesson and every Puzzle (unit). Monitoring is built in to the programme.

Jigsaw 11-16 is based on the concept of the spiral curriculum, in which previous learning is consolidated and then built on; as such, pupils are ready to recall prior learning, develop the skills or knowledge and then practice this in a new scenario or situation.

Jigsaw encourages self-reflection towards the end of each lesson and includes a 'workbook' of summative assessment tasks in Piece (Lesson) 6 of each Puzzle. The 'workbook' could be completed as a whole in Piece 6 or could be divided up and activities given during appropriate lessons through the Puzzle.

All six workbooks from the six Puzzles in each Year Group are collated into one workbook per year group and these are free to download from the Jigsaw 11-16 Community Area of the Jigsaw website ([www.jigsawpshe.com](http://www.jigsawpshe.com)), thus providing an on-going annual record of each student's learning for the year.

The workbooks provide a valuable source of information for both schools to use for self-assessment and for inspectors when scrutinising work.

These workbooks also provide the assessment process needed to meet the Learning Objectives for the NCFE (Northern Council for Further Education) Levels 1 and 2 Awards in Relationships, Sex and Health Education (see [www.ncfe.org.uk](http://www.ncfe.org.uk) for more details).

This part of the inspection handbook focuses on the progress of specific groups with examples including free school meals, boys and girls, EAL and SEN. It requires that inspectors consider the pupil's starting point and their age and ability.

Jigsaw's continuous assessment model, tracking both knowledge and skills progression and emotional literacy/social skills, allows this comparison to be made.

The Big Questions in Jigsaw 11-16 are designed to bring together all learning from the Puzzle and to develop critical thinking skills and stretch their learning. 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.

### 1.3 Standards and progress in skills

Inspectors should evaluate to what extent pupils develop the skills required to access the whole curriculum and to learn effectively.

Inspectors should report clearly on pupils' standards in each of the skills of speaking and listening, reading and writing (in Welsh/English), numeracy and ICT. Inspectors should consider pupils' progress in relation to the national frameworks for literacy and numeracy. Inspectors should also consider the outcomes in GCSE performance in English and/or Welsh and mathematics.

When inspecting skills, the focus should be on whether pupils have the required skills in literacy (Welsh/English), numeracy and ICT and on how well they use these skills appropriately in their work across the curriculum.

Inspectors should judge standards in skills based on first-hand evidence, for example from observations of pupils in lessons, learning walks, scrutiny of pupils' work and discussions with pupils. Careful observation of pupils in lessons and talking to pupils will provide evidence of their speaking and listening skills, their numeracy skills and their ability to think. Scrutiny of work will provide evidence on how well pupils can write clearly and read for understanding, how well they can use their numeracy skills at appropriate levels in a range of subjects and whether they are acquiring a useful range of skills and knowledge in ICT.

Inspectors should consider the extent to which the level of pupils' communication and higher-order thinking skills support or hinder their progress in classroom interaction with teachers and with other pupils. They should consider how well pupils develop their creativity and their physical skills, and how enterprising they are.



This section (Standards and Progress in Skills) considers the whole curriculum. It begins with a focus on literacy and numeracy but this section focusses on communication and higher-order thinking skills. Within Jigsaw, pupils' communication skills are enhanced by modelling of appropriate language and non-verbal clues, frequent class discussion using respectful speaking and listening behaviour as inspired by the Jigsaw Charter, and the practising of dialogue skills in certain situation and scenarios.

Teachers in our Welsh Jigsaw flagship schools have reported a measurable increase in oracy as a result of using Jigsaw. (See [www.jigsawpshe.com/secondary-health-and-well-being-11-16-wales/](http://www.jigsawpshe.com/secondary-health-and-well-being-11-16-wales/) to watch secondary teachers discuss the impact of primary Jigsaw on the Year 6 cohort they receive into Year 7.)

Students are required to think through dilemmas and choices, explaining their responses or how they would problem-solve, and the reasons for their decision. Many of the learning activities in Jigsaw lessons are designed to be as creative as possible to ensure that the learning is collaborative, enjoyable and memorable.

Each Puzzle (unit) provides ample lesson activities that lend themselves to providing students with evidence of their personal development. Indeed, 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, employment and enterprise.

In terms of higher-order thinking, the Big Questions in Jigsaw 11-16 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.

## 2 Wellbeing and attitudes to learning

### 2.1 Wellbeing

Inspectors should consider the extent to which pupils feel safe and secure, and free from physical and verbal abuse. They should consider how well they are becoming healthy, confident individuals and understand, for example, how to make healthy choices relating to diet, physical activity and emotional wellbeing, including how to keep themselves safe online. They should consider how well pupils use this understanding in their own lives in school and respond positively to opportunities to undertake physical activity, for example during lessons, at break and lunchtime and through after-school clubs and activities.

Inspectors should consider the responses to the pre-inspection questionnaires from learners, parents, staff and governors carefully in relation to pupils' behaviour and develop appropriate emerging questions, where appropriate. Inspectors should consider evidence from observations of pupils interacting in classes, at break and lunchtime and around the school, as well as evidence from discussions with individuals and groups.

Inspectors should consider the extent to which pupils, including those with special educational needs, are ready to take on leadership roles and responsibilities and to play a full part in the life and work of the school, for example as members of the school council, peer mentors and digital leaders. They should consider how well all pupils show confidence and resilience in their lives, for example in the way they interact with new people and with adults.

Inspectors should consider how well pupils are developing as ethical, informed citizens, for example through their awareness of fairness, equality, tolerance, sustainability and children's rights.

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.) 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.

There are aspects in all Jigsaw 11-16 lessons where students learn how to navigate life, to negotiate situations and know what to say or do and where to go for help, should they ever feel that they are in uncomfortable, risky or dangerous situations.

The emphasis in Jigsaw is on building healthier relationships – what they look and feel like and how to manage and sustain them appropriately. Teachers and children in the Jigsaw Welsh Flagship schools report rising pupil confidence in giving viewpoints, including speaking up for what they feel is right or wrong.

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 11-16, as appropriate at different ages and stages of development.

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.

Each lesson includes mindfulness practice too. Mindfulness philosophy underpins the programme and mindfulness practice is built into every lesson, aiming to support self-regulation, self-awareness and stress management – this is particularly crucial when learning about more sensitive topics. Jigsaw has a strong safeguarding thread running throughout and a clear focus on positive mental health and respect for self. The mindfulness practice is a key aspect of this and it builds the ability to observe thoughts and feelings as they arise, giving students the opportunity to 'press pause' and make

choices as to how they respond, thereby engendering quieter minds that are more able to focus, concentrate and learn.

Some of the Puzzles (units) e.g. Celebrating Difference, specifically address protected factors in the Equality Act (2010) as well as increasing understanding of self and others and place in the world.

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.

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.

Fundamental to improved behaviour and attitudes is self-regulation. One tried-and-tested method of honing this skill is through the practice of mindfulness. Growing the ability to be mindful as much of the time as possible is considered to be a great asset. Being mindful means being aware of what your mind is focusing on at any given moment either externally or internally. The mindfulness practice in Jigsaw builds the ability to observe thoughts and feelings as they arise, giving students the opportunity to 'press pause' and make choices as to how they respond. Do they allow the thought-story to continue with its likely consequences, or do they redirect their thoughts for a more positive outcome? Do they allow their feelings to continue/escalate or intervene and regulate these? Being able to do this enables chosen responses rather than reactions; self-regulation is empowering and essential to relationship building. Mindfulness practice also engenders quieter minds that are more able to focus, concentrate and learn.

## 2.2 Attitudes to learning

Inspectors should evaluate to what extent pupils are developing the key attitudes and behaviours that will help them to learn throughout their lives.

Inspectors should evaluate the extent to which pupils are ambitious, confident, capable and independent learners. They should look at how well pupils engage with new, unfamiliar experiences and ideas. They should judge pupils' interest in their work, their ability to sustain concentration and to avoid distractions. They should consider how readily pupils engage in tasks and bring them to completion. They should evaluate how well pupils persevere and remain purposeful when they face difficulties or seek other solutions when their first approach to a problem is unsuccessful. Inspectors should consider to what extent pupils are developing their employability skills as they move through the school.

Inspectors should consider to what extent pupils are ready to learn at the start of lessons and whether they move easily between different lessons and activities. They should look at how well pupils are able to work in a range of ways, for example independently, in small groups and in whole-class settings. Inspectors should consider how well pupils demonstrate respect for the contributions of others, for example by allowing others to speak or by remaining calm when others disagree with them.

Inspectors should consider the extent to which pupils demonstrate good behaviour in lessons and around the school. They should look at how well pupils move between activities and classes and how well they behave during activities such as whole-school assemblies. They should observe whether pupils are considerate and relate well to each other and adults. Inspectors should consider how well pupils behave at lunchtimes and break times.



In Jigsaw 11-16 lessons, there is a short mindfulness practice at the beginning of each lesson. The teacher or a student can lead the group by reading the Mindfulness Script, the teacher can press 'play' on the audio file embedded in Slide 3, or employ silence alongside mindful breathing. If this practice is new to the students, it may be necessary to stick with it for a few weeks until the impact of the exercises starts to be experienced and students understand the benefits of it.

The approach throughout Jigsaw starts from the assumption that young people want to know the information being taught and are keen to have the opportunity to explore it as well as their own thoughts and feelings about it in a safe environment. Jigsaw expects student engagement and takes an inclusive and mature approach to the subject. There is no 'skirting' around the issues that young people need to know about in order to keep themselves safe and make well-informed choices.

Schools can be confident that a focus on wellbeing 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.

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 students study 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.

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.

### 3 Teaching and learning experiences

#### 3.1 Quality of teaching

Inspectors should evaluate the extent to which teachers have high expectations of all pupils. They should consider the quality of teachers' planning and how well their planning benefits from purposeful schemes of work. They should consider the extent to which teachers have clear objectives for pupils' learning and use a range of approaches and resources to engage their interest and to challenge all groups of pupils, including those with special educational needs, to achieve as well as they can. They should consider the extent to which they make their classes stimulating and engaging places in which all groups of pupils, including the most and least able, can learn productively.

Inspectors should judge how well teachers use various questioning techniques to draw out and further develop pupils' responses and to gauge their understanding. They should consider the clarity of teachers' instructions and explanations and how well the pupils develop their skills, knowledge and understanding as a result. They should evaluate how well the teachers manage pupils' behaviour and whether they treat all pupils equally and with appropriate respect. Inspectors should judge how successfully teachers use other staff to support pupils' learning.

The focus on assessment in this inspection area is predominantly on classroom practice.

Inspectors should evaluate how well the oral and written feedback from teachers helps pupils to know how well they are doing and what they need to do to improve. They should consider how well teachers use the outcomes of national personalised assessments to help pupils to understand their own strengths and areas for improvement. They should consider how well teachers gauge pupils' understanding through skilful questioning and monitoring of pupils' learning. They should consider how well teachers provide purposeful opportunities for pupils to assess their own performance and that of other pupils, where appropriate. Inspectors should evaluate the extent to which teachers analyse the outcomes of their own assessment of pupils, and those stemming from personalised assessments, to inform their future planning of lessons and the next steps in pupils' learning. They should consider how well teachers ensure that their assessments are valid, accurate and reliable.

The planning provided by Jigsaw sets high expectations of pupils in terms of engagement and critical thinking. Clear objectives are provided to ensure that Health and Wellbeing subject knowledge is evidenced; and pupils' personal development in the form of a second learning objective based around emotional literacy and social skills. SEN provision is catered for both by the open-ended learning encouraged within Jigsaw, and also by the alternatives provided should students require more personalised tasks. The variety of sections within the lesson (mindfulness practice, the Big Bit, etc.) and group, paired and individual work in the main learning section, ensure that the class is stimulated and engaged.

The Jigsaw lesson plan structure empowers teachers to challenge students with confidence and increase their depth of learning using scripted questions (in the PowerPoint notes of the lesson). In turn, the questions support effective focussed discussion and critical debate can take place within the lesson. The lesson structure and the resources provided (e.g. including PowerPoints which model the self-assessment process) enable teachers to give clear instructions and explanations. The Jigsaw Charter lays the foundation for high behaviour expectations and an ethos of mutual respect.

Self-assessment procedures and resources are provided for every 11-16 lesson. This ensures that the students have opportunities to reflect on their own learning and provides another layer of on-going assessment. Summative assessment opportunities are also provided to ensure that the overarching objectives of the Puzzle have been met. There is opportunity here for the teacher to confer with the pupil about the outcomes, ensuring a focus on celebration of achievements that the pupil can be proud of, but also determining next steps.

Jigsaw encourages self-reflection towards the end of each lesson and includes a 'workbook' of summative assessment tasks in Piece (Lesson) 6 of each Puzzle. The 'workbook' could be completed as a whole in Piece 6 or could be divided up and activities given during appropriate lessons through the Puzzle. All six workbooks from the six Puzzles in each Year Group are collated into one workbook per year group and these are free to download from the Jigsaw 11-16 Community Area of the Jigsaw website ([www.jigsawpshe.com](http://www.jigsawpshe.com)), thus providing an on-going annual record of each student's learning for the year.

### 3.2 The breadth, balance and appropriateness of the curriculum

Inspectors should consider whether the curriculum gives pupils individual learning pathways with a broad and balanced range of experiences. They should consider how well the curriculum combines formal, non-formal and informal elements, including work-focused experience and community participation. Inspectors should consider how well the school gives pupils the opportunity to obtain appropriate qualifications and equal access to options that meet pupils' interests and abilities.

Inspectors should consider the school's strategic approach to planning the curriculum and the extent to which it helps pupils to become ambitious, confident, aspirational and well-informed individuals.

Inspectors should approach innovation and flexibility of approach in a positive way when schools have tried to be creative and imaginative in taking forward well-considered curricular initiatives for the benefit of pupils. In the light of current education reform, inspectors may see flexible approaches developing in schools. They may find that schools are developing their approach to the curriculum, for example through regional consortia groups.

Inspectors should evaluate how well the curriculum builds systematically on pupils' existing knowledge, understanding and skills as they transfer from key stage 2 and as they move through the school. They should consider to what extent the school provides pupils with a suitably wide range of experiences to develop their interest and skills across a range of subjects and areas of learning.

Inspectors should examine arrangements for grouping pupils through setting or mixed-ability grouping and consider whether the arrangements have a positive impact on the pupils' learning and experiences.

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## 4 Care, support and guidance

### 4.1 Tracking, monitoring and the provision of learning support

Inspectors should consider how well the school tracks and monitors pupils' progress and wellbeing, including attendance and behaviour, as they move through the school.

Inspectors should consider how well the school supports pupils with emotional, health and social needs so that they can engage positively with the school and benefit from the opportunities that it offers.

Inspectors should consider how well the school establishes productive relationships with parents and has effective lines of communication with them so that parents can support their children well and raise any issues that may affect their child's learning and wellbeing. Inspectors should consider the extent to which the school is actively helping to develop parents' capacity to support their own children. For example, the school may provide information on the curriculum, guidance on the benefits of regular pupil attendance, workshops for parents on how to help their child to develop their reading skills and support for families of pupils with special educational needs.

Jigsaw 11-16 can support schools in their tracking and monitoring of pupils' progress and wellbeing in two main ways:

- Through the green learning intention in each 11-16 lesson: the Social and Emotional Skills Learning Intention denotes what the students will learn in terms of social and emotional skills, and these are based on the emotional literacy domains: self-awareness, social skills, empathy, motivation and managing feelings.
- Through assessment data, using the 'workbook' of summative assessment tasks in Piece (Lesson) 6 of each Puzzle. The 'workbook' could be completed as a whole in Piece 6 or could be divided up and activities given during appropriate lessons through the Puzzle. All six workbooks from the six Puzzles in each Year Group are collated into one workbook per year group

Although a programme for school-wide benefit, the material contained within Jigsaw, particularly the mindfulness practice which enables self-awareness and regulation of emotions and behaviour, will especially benefit those pupils with additional emotional needs. It teaches them to become more self-reliant in managing their emotions, and gives them strategies to calm themselves when those feelings may become overwhelming.

The direct teaching on social skills and the building and maintaining of positive relationships, will also directly benefit those students with needs in this area.



#### **4.2 Personal development (including spiritual, moral, social and cultural development)**

Inspectors should evaluate how well the school's provision helps pupils to develop skills, knowledge and understanding to make healthy lifestyle choices, for example in relation to healthy eating and drinking, substance misuse, sex and relationships, online safety and so on. Inspectors should consider how successfully the school's provision helps pupils to understand the impact of lifestyle choices and behaviours on their present and future mental and physical health and wellbeing. Inspectors should report on whether the school has the appropriate arrangements to promote healthy eating and drinking.

Inspectors should consider how well the school's provision prepares pupils, including those with special educational needs, to become active citizens, for example by making decisions about the life and work of the school. They should consider how well the school's arrangements help pupils to participate in decision-making at a school level, including the opportunities they have to influence what and how they learn, and the effectiveness of the school council and other pupil groups, for example the eco committee. Inspectors should evaluate how well the school's provision helps pupils to develop an understanding of their culture, the local community and the wider world.

Inspectors should evaluate how well the school's personal and social education programme supports the development of the social and emotional skills of all pupils, including those from disadvantaged backgrounds. Inspectors should consider how well the school helps to prepare young people for the opportunities, responsibilities and experiences of adult life, including education about careers and the world of work and the importance of regular attendance.

Inspectors should consider the effectiveness of impartial guidance and advice provided to learners, for example relating to future career choices. They should consider the overall coherence and effectiveness of the provision for personal and specialist support, including the availability of services from specialist agencies, especially for learners who face considerable barriers to learning.

Inspectors should look at how well the school helps pupils to understand issues relating to equality and diversity, and develops the values of tolerance and respect. They should consider how well the school develops pupils' knowledge and understanding of harassment, discrimination, identity-based bullying and extremism. They should also consider how well the school responds to and manages any incidents relating to bullying, harassment and discrimination. They should consider how well the school's arrangements foster a positive approach to managing pupils' behaviour and an anti-bullying culture. They should consider the extent to which the school's provision challenges stereotypes in pupils' attitudes, choices and expectations, and how well it promotes human rights.

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The latest guidance recommends that schools need to teach social and emotional skills. These skills are too important to be learnt by osmosis alone, which is why the entire Jigsaw 3-16 programme 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.

Schools using the Jigsaw programme 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.

Each Puzzle (unit) provides ample lesson activities that lend themselves to providing students with evidence of their personal development. Indeed, 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.

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.

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 Equality Act (2010), as well as the concept of equity.

Inspectors should consider the extent to which the school provides effective opportunities for pupils to develop secure values and to establish their spiritual and ethical beliefs. They should consider how well the school promotes principles that help pupils to distinguish between right and wrong. They should consider how well the school develops pupils' ability to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs or values. They should consider how far the school fosters shared values, such as honesty, fairness, justice and sustainability, and helps pupils to understand the needs and rights of others both locally and as members of a diverse global world.

### 4.3 Safeguarding

Inspectors will report on whether the school's arrangements for safeguarding pupils meet requirements and give no cause for concern. Where arrangements are a serious cause for concern, inspectors should include a recommendation in the report and Estyn will send a wellbeing letter to the school asking them to outline how they will address the shortcoming(s).

Inspectors should evaluate to what extent the school's safeguarding arrangements ensure that all children are protected. Arrangements should include the identification of children in need or at risk of significant harm, safe recruitment practices and having appropriate arrangements for child protection referrals. Inspectors should also consider how well the school promotes safe practices and a culture of safety.

Inspectors should consider the school's provision for child protection. They will look at how effective its arrangements are for preventing and addressing bullying, harassment and discrimination. Inspectors should consider how the school keeps pupils safe from the dangers of radicalisation.



Throughout Jigsaw, students are encouraged by staff to ask questions, to find someone who can help them, and ultimately to help themselves by becoming more independent. Each 11-16 lesson ends with signposting: the final slide of each lesson (11-16) features links to useful websites that are relevant to the messages of the lesson. Teachers are free to add local websites and/or services to the final slide of the lesson.

Safety and respect for self and others is vital to Jigsaw. Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and students alike, is important. 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.

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 right to an opinion, and equally their responsibility to respect a difference of opinion.

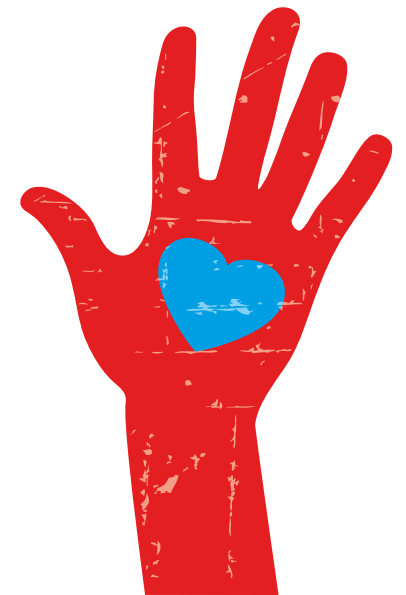
The Jigsaw Charter refers to confidentiality too. Although, realistically, it is unlikely that complete confidentiality will be observed, it is important that young people are taught to respect the privacy of others and to do their best to keep what is said in Jigsaw Pieces (lessons) and Circles confidential. The teacher must emphasise that s/he cannot promise complete confidentiality as s/he must report any information relating to safeguarding concerns.

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.

The approach throughout Jigsaw starts from the assumption that young people want to know the information being taught and are keen to have the opportunity to explore it as well as their own thoughts and feelings about it in a safe environment. Jigsaw expects student engagement and takes an inclusive and mature approach to the subject. There is no 'skirting' around the issues that young people need to know about in order to keep themselves safe and make well-informed choices.

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.

Schools can be confident that a focus on wellbeing 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.



## 5 Leadership and management

### 5.1 Quality and effectiveness of leaders and managers

Inspectors should consider how well leaders have established a clear, strategic rationale for the curriculum in terms of its benefits for pupils in preparing them to learn throughout their lives and to play a full part in society.

### 5.2 Self-evaluation processes and improvement planning

Inspectors should evaluate how accurately leaders and managers know the school's strengths and weaknesses. They should consider how well leaders and managers gather and analyse first-hand evidence of standards, information on pupil performance and provision, including teaching. They should consider how well the school involves a wide range of partners, including pupils and parents, in identifying its strengths and weaknesses.

Jigsaw integrates numerous areas for students' life-long 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.

Some Puzzles lend themselves specifically to developing understanding of different beliefs and worldviews, encouraging the development of respect and empathy.

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.

The latest guidance recommends that schools need to teach social and emotional skills. These skills are too important to only be learnt by osmosis, which is why Jigsaw 11-16 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.

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### 5.3 Professional learning

Inspectors should evaluate to what extent leaders have created the culture and ethos to support the professional learning of all staff, including the arrangements to support the active engagement of all staff in increasing their professional knowledge, understanding and skills.

### 5.4 Use of resources

Inspectors should report on the extent to which the school makes effective use of specific funding and grants, for example the pupil development grant, especially where the amount of the grant is relatively high, and any funds to support education reform.

The assessment processes contained within Jigsaw 11-16 allow teachers, subject leaders and senior leaders easy access to progression and outcomes for learners. Pupils are automatically involved in this owing to the self-assessment process at the end of each Puzzle (unit).

Jigsaw also provides resources for parents/carers e.g. information publications and training opportunities, which will further strengthen parental involvement.

Jigsaw provides materials to aid staff development and confidence, from PowerPoints to facilitate staff training, to detailed teaching notes. Training can be carried out in-house using Jigsaw CPD resources, or by one of the consultant training team. We also run regional training days so that subject leaders can share best practice with each other and learn from highly experienced advisers in the field.

Jigsaw PSHE is able to offer training for parents/carers and offer support for parents and carers via leaflets that explain the Jigsaw approach, and therefore the school's approach.

Evidence as to why the purchase of Jigsaw is good use of this grant can be found in the article 'How can the Jigsaw PSHE Health and Well-Being Programmes be utilised by Welsh Schools, using the Pupil Development Grant?' at [www.jigsawpshe.com/wp-content/uploads/2019/02/Pupil-Development-Grant.pdf](http://www.jigsawpshe.com/wp-content/uploads/2019/02/Pupil-Development-Grant.pdf).