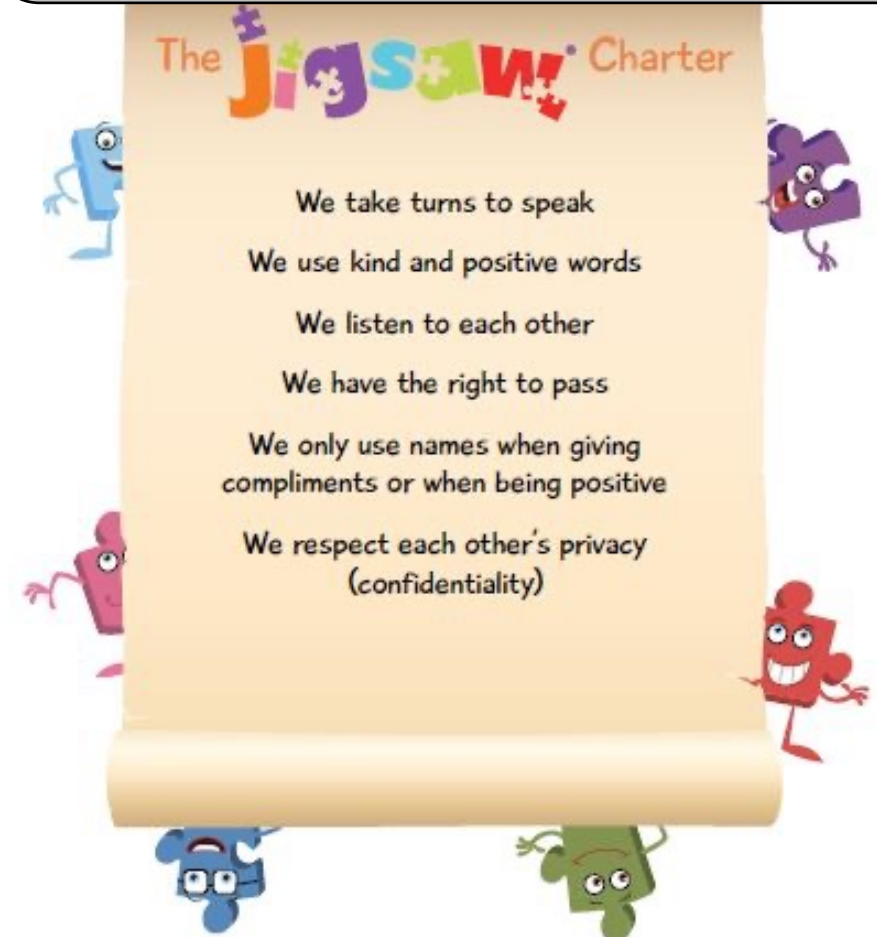


- ❑ In Savile Town Infant & Nursery school we have adopted a programme of study called Jigsaw (The Mindful Approach to PSHE).
- ❑ Jigsaw fulfils the DfE requirements and is a child focused whole school approach to teaching PSHE.

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



Jigsaw PSHE Charter lays the foundations of all our teaching and learning in this subject area.



## School Vision

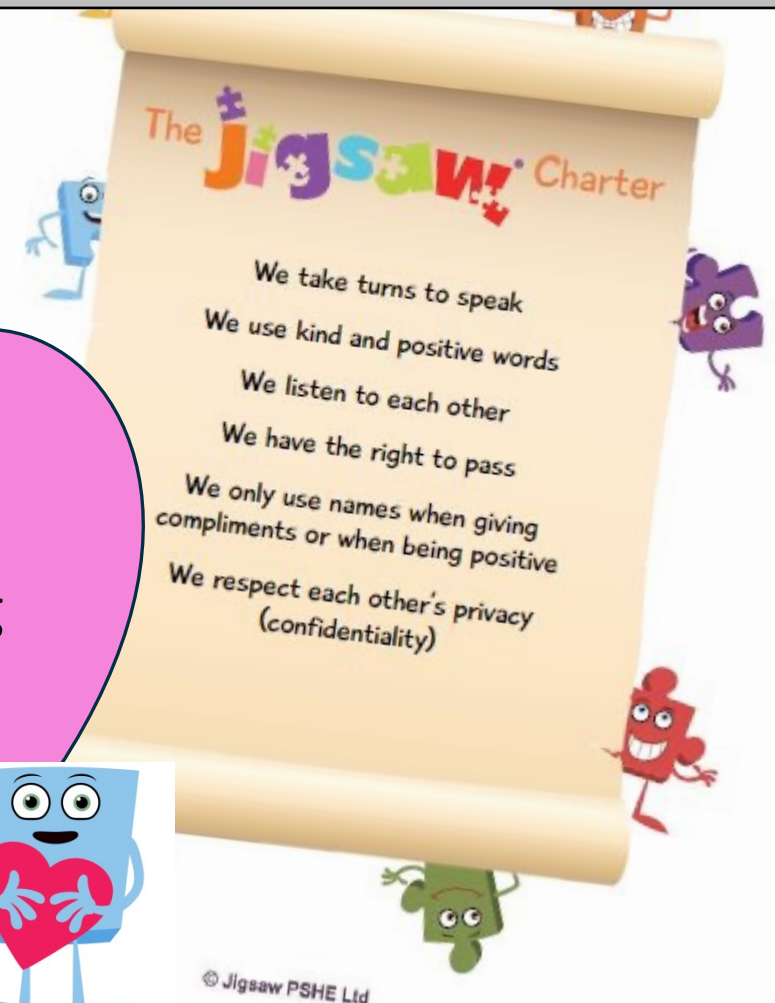
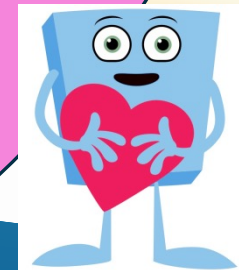
At our school we celebrate our faith diversity and provide a safe environment where our children are happy to learn. We are kind, caring and respectful to others. We aim to inspire future generations of our school and community to become lifelong learners.

The Jigsaw PSHE Charter lays the foundations of what we can expect from each other during a lesson.

At the heart of  
all our teaching  
and learning in  
PSHE...

## Core Values

Respect, Kindness, Caring, Diversity,  
Community, Happiness, Aspiration



# What a PSHE Jigsaw lesson looks like;



## Connect Us

This is the part of the lesson where we play a team or circle game such as 'Pass the Smile' around the circle (or class).

The idea is to help bond, relax and connect our class community. Feeling happy, comfortable and respected within our classrooms is important to everyone at Savile Town.

## Calm Me Script - KS1 - Lesson 1

Children, we are thinking very carefully about the people in our school.

The people at our school are very important to us as they give us company, help us feel loved and wanted, and can help us learn. We are all working together now to keep ourselves safe, healthy and happy.

Let's use our breathing and our Jigsaw Chime to calm our minds down, to feel relaxed and to focus our thoughts on our school.

So, using your 'Calm Me' straight back, remembering there is a pretend golden thread pulling up through the top of your head and letting your spine grow nice and straight... have your feet flat on the floor and your hands resting lightly in your lap... and close your eyes.

Listen to the sound of the chime until it fades away.

Bring all your attention to your breathing and help your mind to feel a lovely deep breath. Feel the air coming in through your nostrils and notice how it fills up your lungs and then your tummy expands. Help your mind to follow the air as it moves out of your body and your tummy goes in again and you feel the warm air as it gently passes through your mouth.

Breathe in, nice and deeply through your nose.

Breathe out gently through your mouth.

Now help your mind create a picture of our school being a safe and happy place.

Gently bring your attention back to your lovely deep breaths. Breathing in... and breathing out...

When you are ready, gently bring your attention back to the present moment, here and now in this room. Wiggle your fingers and toes, stretch your arms above your head and when you are ready open your eyes. Notice how calm you feel.

Calm and ready to learn.

## Calm Me

Is the part of the lesson where we practise mindfulness; slowing down our minds and concentrating on our breathing, by quietly listening to a chime and opening our eyes when we can no longer hear it.

With regular practise the children become familiar and often really enjoy this part of the lesson.





# What a Jigsaw lesson looks like;



The Jigsaw Friend helps us as a teaching tool and talking object in our Jigsaw PSHE lessons.

## Let Me Learn

In this part of the lesson we might role play an idea, talk about new information, read a story, draw pictures or complete an activity.

## Tell Me or Show Me

This part of the session allows for time to talk, reflect or share knowledge about the lesson topic. We use puppets to approach topics in age appropriate ways, discussing what feelings, words or ideas such as happy, sad, respect, trust and healthy mean.

## Help Me Reflect

Here we remind ourselves of the topic or leaning point for the lesson. We might recap new words or ideas and consider what we have learnt.



# The Jigsaw PSHE Curriculum

## 6 Jigsaw Puzzles

There are 6 Puzzle (themes) that are repeated each year from September to July.

- 1) Being Me in My World
- 2) Celebrating Differences
- 3) Dreams & Goals
- 4) Healthy Me
- 5) Relationships
- 6) Changing Me

Each year learning is built upon in an age appropriate and positive way.



Every half term we learn through these 6 puzzles (themes). Each puzzle is split into 6 pieces (lessons).

<u>Year Group</u>	<b>Being Me in My World</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>Early Years</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Year 1</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Linking growing and learning Coping with change Transition
<b>Year 2</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Assertiveness Preparing for transition