

## The Jigsaw Approach for the Early Years Foundation Stage

The Jigsaw Approach has mindfulness underpinning it. This means that as well as teaching information and skills to empower children to learn now, and improve their life-chances later, we also aim to help them develop personal awareness. This 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, enjoy it and thrive in it.

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied, mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

### Weekly Celebrations

The weekly celebration is the same for each year group. These are designed to draw out a key theme from each week and reinforce its application, trying to ensure the Jigsaw learning is translated into behaviour and attitudes and not confined to the lesson slot on the timetable.

The idea is that the Weekly Celebration sheets are copied and displayed in each classroom and communal area. The focus for the following week is introduced in the Friday or Monday assembly e.g. Next week we are celebrating people who “Help others to feel welcome”.

Through the week, children and adults nominate each other by adding their names to the celebration sheets when they see each other using that behaviour. These are collected in and those nominated recognised/rewarded in the Friday Celebration assembly (or class reward time).

### The Six Puzzles

In the EYFS, there are two sets of plans for Foundation 1 (pre-schoolers) and Foundation 2 (school starters) each Puzzle has 6 lesson plans. The lesson plans clearly identify the Early Learning Goal (ELG) and the Development Matters levels (D4 - D6) that will be that session’s focus.

To support practitioners with the implementation of this scheme of work, every plan has:

- Child-initiated and Adult-led activity ideas
- Assessment opportunities and cross-curricular links
- Home-learning and family links
- Resources
- Display ideas
- Outside learning ideas

#### *Bubble-ups*

Bubble-ups (i.e. making a note on a post-it or in the child’s records of his/her responses) are used in Jigsaw for Foundation Stage 1 and 2 as a means for the setting staff to make a note of or record what children say and do. The concept can be adapted to suit your needs.

### SMSC (Spiritual, Moral, Social, Cultural) development

Every Piece (lesson) contributes to at least one of these aspects of children’s development. This is mapped on each Piece and balanced across F1 and F2.

These are available for you to select what best suits your setting and your children’s needs. These are entirely optional but there for those who would like to access some or all of the elements.



## Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions, in which case safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one to one after the session. It is important to allow the time and appropriate staff for this to happen.

## The Jigsaw Circle

Most Puzzles include the use of The Jigsaw Circle in some Pieces. The Jigsaw Circle is a tried and tested teaching approach, popularised most successfully in recent years by Jenny Mosley. It brings children and adults together to feel equal and valued so that they can share ideas, thoughts and feelings. Sitting in a circle either all on chairs or all on the floor means adults and children are sharing the experience and learning together. If children are not used to the circle approach, it may be necessary to rehearse this with them in small groups before bringing the whole class together. The circle approach is used regularly in Jigsaw. It is important that children understand the circle approach rules so that they feel safe and valued and enjoy these experiences. A structured approach, building up to a full circle time will be introduced gradually. Using the Jigsaw Friend (talking object) is a useful distancing technique and helps children work with potentially sensitive issues without asking them directly about their own experiences.

## Jigsaw Songs

The specially-composed original songs are introduced in the assemblies and used in the Pieces to reinforce the learning messages of each Puzzle.

There is a lot of repetition in the songs to enable young children to learn and remember them so they can join in even if they cannot yet read the lyrics.

Each song has 4 tracks: i) choir with backing ii) instrumental iii) choir and backing: different arrangement and iv) instrumental

Tracks 1-4 Choices (Being Me in My World)

Tracks 5-8 Playground Blues (Celebrating Difference)

Tracks 9-12 The Colours of Friendship (Celebrating Difference)

Tracks 13-16 Learning to Learn (Dreams and Goals)

Tracks 17-20 Keep Fit, Keep Healthy (Healthy Me)

Tracks 21-24 Learning Together (Relationships)

(The Relationships Puzzle also includes The Colours of Friendship Song Tracks 9-12)

Tracks 25-28 Changing as I Grow (Changing Me)

## Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in her class. To support this differentiation many Jigsaw Pieces suggest creative learning activities allowing children to choose the media they work with and giving them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

## Jigsaw Friends

The Jigsaw Friends are used in the main as the 'talking object' in circle discussions. The children and staff pass the particular Friend for their class around the circle and when holding the Jigsaw Friend it is that child's turn to talk or to offer a suggestion, experience or feeling relevant to the discussion (if they want to...they always have the right to pass, as in the Jigsaw Charter).

The Jigsaw Friends also act as a distancing tool so that children can talk about potentially more sensitive issues without referring directly to themselves.



Children build relationships with the Jigsaw Friend in their class. Jigsaw Jenie (light blue) is the Friend for F1 and F2. The Jigsaw Friends can be used to talk to, or to share their concerns with. By using the Jigsaw Friend, children can feel more able to express themselves and to be heard.

The Friends are designed to be huggable and thus have a therapeutic value.

Each Jigsaw Friend has a different name:

Foundation 1 and 2: Jigsaw Jenie (light blue)

Year 1: Jigsaw Jack (orange)

Year 2: Jigsaw Jo (pink)

Year 3: Jigsaw Jino (purple)

Year 4: Jigsaw Jaz (royal blue)

Year 5: Jigsaw Jez (green)

Year 6: Jigsaw Jem (red)

The Friends are gender non-specific, and it is up to the class to decide on each Friend's persona and characteristics. It is recommended that each class has its own Jigsaw Friend, rather than sharing it across a year group that might include more than one-form entry.

(Extra Friends can be ordered from the Jigsaw online shop)

### **Jigsaw Chime and Calm Me Time**

Using the Jigsaw Chime and the Calm Me exercises is an easy introduction to techniques which help children relax their bodies and calm their minds, reaching an optimum state for learning. The aim is to bring children's awareness/attention to the present moment and in so doing let go of other thoughts that might be scurrying around the mind which distract from focusing on the learning of this lesson.

Please note that the Chime is not a behaviour management tool and must not be used to bring the class to order, but rather to help them to develop the skills of awareness. Children need to develop the ability to be aware of their own thoughts and feelings at any given moment – e.g. I am aware I am feeling anxious about writing this story... how can I help myself manage this feeling so I can write the story?

Calm Me scripts are included for teachers to use throughout the year. The Chime can be used at any time during the school day to help children still their minds and bodies and become ready to learn.

### **Note from Jan Lever**

Jigsaw is the culmination of over 33 years' experience as a teacher, local authority adviser and psychotherapist. It has taken many hundreds of hours to write and much dedication and commitment from all those involved.

Its mission is to support very busy teachers to deliver high quality Personal, Social and Health Education (as well as all the other things Jigsaw aims to bring to children) to the children in their schools; to bring fun and creativity into PSHE whilst ensuring a developmental and progressive curriculum.

At the heart of our motivation for Jigsaw is always making things better for children both now and in their futures.

We invite you to use all your professional creativity to tailor Jigsaw to your children's needs, to enjoy working with it, and to join us in helping children learn well and be healthy and happy, equipped to cope in the world and aware of its beauty and theirs.

You are welcome to offer feedback through the website: [www.jigsawpshe.com](http://www.jigsawpshe.com).

### **Jan Lever**

Creator and Director: Jigsaw PSHE