



How do Jigsaw Programmes (including Jigsaw, the mindful approach to PSHE 3-16, Resilience and Engagement Scale and Toolkit and Jigsaw Families) support the 2018 SIAMS Inspection Framework?

From September 2018, a new schedule for the “Statutory Inspection of Anglican and Methodist Schools” (SIAMS) came into effect. This article details how Jigsaw PSHE (3-16), the “Resilience and Engagement Scale and Toolkit” (REST) and Jigsaw Families, can support the Church of England schools in fulfilling and evidencing elements of this new framework. Naturally, Jigsaw programmes in no way claim to fulfil any of the specifically Christian aspects of the inspection framework, but the skills, knowledge, techniques and mindfulness ethos embedded throughout them all can support and be adapted to be key to the school’s aim to be “Deeply Christian and serving the common good”. This document aims to demonstrate how the Jigsaw programmes can fulfil this, and also support our Jigsaw schools to complete their Self Evaluation Forms by signposting evidence that the Jigsaw programmes can provide against the SIAMS schedule.

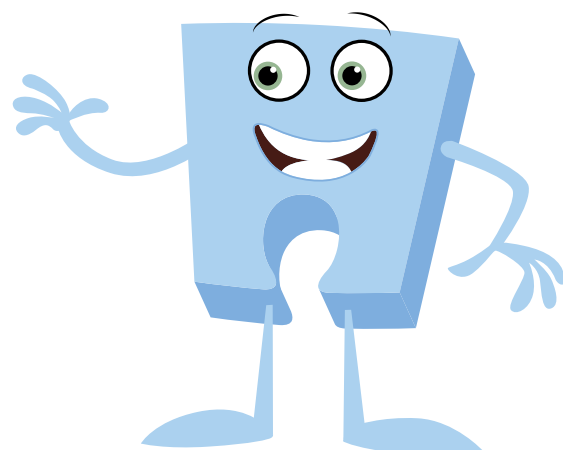
Further information regarding our sister scheme of work, Discovery RE, and the support it can also offer towards SIAMS can be found in the article on our Discovery website www.discoveryschemeofwork.com

Inspectors will grade the school on the following:

“How effective is the school’s distinctive Christian vision, established and promoted by leadership at all levels, in enabling its pupils and adults to flourish?”

This question is explored through the following 7 strands:

1. Vision and Leadership
2. Wisdom, Knowledge and Skills
3. Character development: hope, aspiration, and courageous advocacy
4. Community and living well together
5. Dignity and respect
6. The impact of collective worship
7. The effectiveness of Religious Education.



These areas will be examined to identify where the Jigsaw Programmes can help.

1. Vision and Leadership

This strand is holistic in nature. Although non-denominational in character, the values embedded within Jigsaw PSHE fully embrace and support those shared by church schools. The morals, ethical discernment and care for each other and the world that children learn throughout the Jigsaw programmes, can underpin Christian values. Aspects that all children work on within the first unit of the year (Being Me in My World) require them to examine their own beliefs in what is right and wrong and how to be a good friend, and within a church school setting, this could easily be linked to Christian principles such as forgiveness. Within many units, and, in an age-appropriate way, children learn about their local needs and opportunities which can support them in understanding the “Christian vision that reflects its local context”. The descriptors for ‘Excellent’ in this element state that the school should have “innovative and imaginative practice thathelps pupils transform their lives”. We believe that the ethos of Jigsaw PSHE, embedded throughout all three programmes, does exactly that by helping children identify and manage their emotions and behaviours and thus make choices about how to act and react in life.

2. Wisdom, Knowledge and Skills

The SIAMS documentation states that this strand explores, “How well the school’s staff and leaders apply their Christian vision to ensure curriculum and extra-curricular opportunities meet the academic and spiritual needs of all learners.”

It goes on to state that the school must evaluate how effective it is at meeting the academic needs of all pupils through the curriculum. It explicitly requires the school to demonstrate how effective it is in identifying and supporting those who are more vulnerable pupils and who may have additional learning and personal needs. Closing the gap for these more vulnerable groups and meeting the needs of these children is at the core of this strand but also at the heart of Jigsaw.

The Jigsaw Programmes are structured in such a way that children become questioning and inquisitive learners who will be more discerning in challenging their own morals and beliefs and those of others, rather than placidly accepting what could be detrimental to them. Children are taught to recognise healthy relationships and thus identify where they may be being influenced by others, and have the assertiveness to deal with these situations in a positive way.

Whilst we absolutely believe that Jigsaw 3-16 can support all pupils in their personal, social and emotional development, those who are more vulnerable can benefit even further from our other programmes.

The “Resilience and Engagement Scale and Toolkit” (REST) can be used by staff to identify how resilient our young learners are and how they might be encouraged to develop in this area. This scale can identify certain groups or individuals for whom academic ability may not be their barrier to learning, they are simply too frightened to “have a go” for fear of failure. The REST programme can be used to gauge progress over time so that its impact is measurable and the successes can be clearly evidenced. This programme also involves parents, thus strengthening home/school/community links.

Both Jigsaw 3-16 and the REST programme provide tracking/assessment opportunities which can give schools the evidence base to prove that the values and support contained within these programmes are having a quantifiable, positive effect on these children.

Other more vulnerable pupils may be those with attachment difficulties, who can find it difficult to engage in school because they do not feel secure in their relationships, and their behaviour may also be negatively impacting on their learning and those around them. Jigsaw Families works intensively with these children. One learner and one carer from each family group attend the six sessions to re-establish the bonds of attachment between them, which can be transferred to other member of the family with the home activities. The Jigsaw Families Programme is run by accredited members of the school team who know these vulnerable families well, thus strengthening the bonds of support between the school and the community.

The second part of this section asks the school to evaluate how well it supports all pupils in their spiritual development, enabling all pupils to flourish. In the “excellent” section of the grade descriptors it states that aspects of the curriculum,

“reflect a pedagogical approach that actively enables pupils to reflect and explore the spiritual and ethical dimensions of all subjects”.

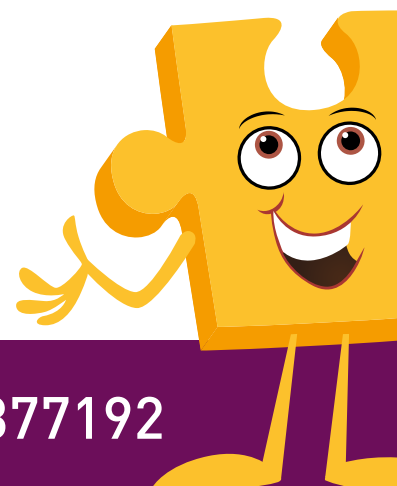
Jigsaw PSHE specifically contributes to this in allowing children “Calm Me” time in all lessons, where children have the opportunity to be still and consider both their own feelings and become aware of their own inner spirituality. They can reflect on and learn skills for certain aspects of the PSHE curriculum they are studying (for example, practising how to visualise a person who is special to them which can support them later in coping with grief and bereavement). Discussions in Jigsaw allow children to examine the ethical implications of the topic, in an age-appropriate way, always ensuring the children have come to their own conclusions about their feelings, so that they can build their own moral compass. The “Let Me Reflect” section at the end of every Jigsaw lesson also demonstrates this approach and can be evidenced in Jigsaw Journals.

The REST programme utilises the “Calm Me” scripts, and Jigsaw Families follows this approach as well, ensuring there is “Calm Me” in every session and that both the children and their carers understand the effect of this “stilling” in supporting their emotional and spiritual development.

A key aspect of this section of the evaluation schedule is that schools develop their own understanding and definition of spirituality. This is in no way the remit of any of the Jigsaw Programmes, but once this has been established by the school, embedding this vocabulary into Jigsaw processes e.g. class charters, and in the teachers’ delivery of the Jigsaw lesson, will ensure that children’s spiritual vocabulary is enhanced.

The last “good” descriptor in this section states that ***“pupils value learning and enjoy questioning, listening and responding creatively...”***

Again, the “Let Me Reflect” section at the end of each Jigsaw lesson supports this (evidenced in Jigsaw Journals) and also the “My Jigsaw Learning Record” where the children self-assess and discuss their learning with the teacher, will demonstrate how much they have valued their learning.



3. Character development: hope, aspiration, and courageous advocacy

This section investigates how well the school's Christian vision and values support the character and moral development of all pupils. It goes on to examine how well this gives pupils aspirations for themselves and hope for the communities of which they are a part. The final expectation is that schools inspire social action and the children to be courageous advocates for change.

Although none of the Jigsaw Programmes specifically advocate a Christian approach, their aims and intended outcomes are fully in line with the expectations of this section, and the school can easily add the Christian dimension through their vision and values. Jigsaw helps children to understand that they can be agents of change through their actions and that even the small things they can do matter greatly and can lead to a wider impact.

Throughout Jigsaw, in an age-appropriate way, children are encouraged to always start with building a positive relationship **with themselves**. We advocate that aspirations and goals are healthy but that they can learn to be realistic about these and be kind to themselves and each other, something which can fit perfectly with the aspiration to be "the best you can be, the person God created you to be". Schools are asked to show that they give pupils perseverance to cope well when things are difficult and learn to overcome barriers. This is embedded throughout Jigsaw, but is especially prevalent in our "Dreams and Goals" Puzzle (unit) usually taught in January. The REST programme can also support with this as it utilises Jigsaw activities to specifically support those children who may be lacking in resilience and thus become very disengaged or disillusioned when faced with difficulties or setbacks.

Schools are also asked to develop pupils' abilities to be able to make positive choices. The mindfulness aspects of Jigsaw fully support this, as they allow children to identify their own thoughts, feelings and emotions without judgement and make rational decisions based on this, rather than reacting in the heat of the moment.

Jigsaw also tackles those bigger questions about the environment, what children's lives might be like in other cultures and countries and how they can help and support disadvantaged children. In these ways, children are encouraged to be advocates of change both within themselves and the wider community, challenging the disadvantage, deprivation and exploitation within the world and thinking of ways in which they can act to overcome this.

4. Community and living well together

This section is not only about forgiveness and reconciliation which leads to good mental health, but also specifically refers to the need to "**embrace difference**".

The areas examined here include how the Christian vision and values underpin relationships at all levels allowing pupils to disagree and practice forgiveness and whether this is reflected in the school behaviour (and exclusion) policies.

The Celebrating Difference Puzzle (unit) in Jigsaw explores similarity and difference, covers the protected factors of the Equality Duty and nurtures acceptance, inclusion and appreciation of difference and individuality.

The "Being Me In My World" Puzzle which begins every school year encourages a fresh approach to behaviour policy every year, using language from the Rights Respecting Schools Framework (www.unicef.org.uk/rights-respecting-schools) to support children in composing their own class

charters for behaviour policy within their classroom. Christian aspects of this can be embedded through the language of the teacher in encouraging the children to utilise the school values and vision of forgiveness in the way they write the charter and wish to treat each other and be treated. Children have opportunities to role play how they would cope with challenging situations and treat the other firmly but kindly. Our Jigsaw schools can ultimately find that these charters become the very substance of the behaviour policy, as reminding the children of the values they themselves have embedded through these charters can lead them to “remember” how they wish to behave and have others behave towards them, thus negating the need for lengthy or onerous rules and rewards and sanctions. These charters can fully embed forgiveness and reconciliation and these aspects are intrinsic throughout the Jigsaw curriculum but more especially in “Being Me in My World” and the “Relationships” puzzles (units).

The next element requires leaders to ensure that there is support for good mental health. Throughout Jigsaw there is reference to the need to ensure that children look after themselves mentally as well as physically and that observing and managing their emotions underpins this. They are also encouraged in “Healthy Me” to ensure that they consider aspects such as sleep and exercise to support their mental and emotional well-being. The Families Programme takes this deeper with work on child and parent psychology embedded within the sessions. This is delivered by a qualified psychotherapist via video clips which the parents see during their time alone with the facilitator in order to support them in changing strategies and behaviours at home. This also support the adults involved with mental health and well-being strategies both for themselves and when interacting with their children.

The ethos of all the Jigsaw Programmes is to enable busy teachers to have everything in one resource, thus reducing the responsibility for searching for appropriate materials for their lessons. This reduces stress on teachers and supports their mental health and well-being. Video evidence available on the Jigsaw website documents teachers stating this as a definite benefit of the programme.

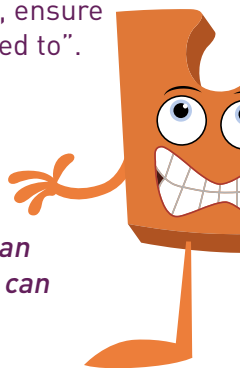
Circle times (or their equivalents) within all Jigsaw Programmes, which allow each person to speak without interruption, if they wish to, and teaches the skills to pay respectful attention to others, ensure that all participants “feel they can confidently express their views and concerns and... be listened to”.

5. Dignity and respect

This section demands that the school explores *“how well the school’s Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect”*.

Throughout the “Celebrating Difference” Puzzle, pupils approach difference with positivity, learning how it can cause barriers but working on how to overcome those and recognise people’s unique characteristics in a positive way. Christian aspects can easily be interwoven into this by including specific language relating to how we are all “unique and wonderfully made”. Further details on these aspects of Jigsaw can be found in our article relating to the Equalities Act www.jigsawpshe.com/jigsaw-pshe-covers-the-equality-act-and-protected-characteristics. Our sample PSHE policy for Church Schools (available in the Community Section of www.jigsawpshe.com) includes reference to how Jigsaw PSHE fulfils the expectations of “Valuing All God’s Children” ([available at www.churchofengland.org](http://www.churchofengland.org)).

This element also requires the school to have an approach to relationships, health and sex education (RSHE) that ensures children cherish themselves and form healthy relationships. Starting again with relationship with self, our “Relationships” Puzzle fulfils all these aspects and our “Changing Me” delivers sex education in an age-appropriate way with newly developed resources including



PowerPoints and animations, always based in the belief that healthy relationships come first, and that respect and dignity must always be at the forefront of these. An article documenting how the Jigsaw PSHE programme matches the Church of England charter for RSHE can be found on our website at www.jigsawpshe.com/how-jigsaw-pshe-supports-the-church-of-england-principles-and-charter-in-relation-to-rshe/.

6. The impact of collective worship

Whilst Jigsaw does not assume to have an extensive influence in this area, as a programme with a school-wide ethos, Jigsaw 3-16 can nevertheless contribute to this.

Each Puzzle begins with a scripted and resourced act of collective worship. Whilst the original scripts have been written in a secular fashion, Bible verses, appropriate hymns and Christian prayers are provided free of charge to support our Church schools with ensuring that the relevance of the issues they are addressing within the worship are linked to Biblical teachings and can therefore also be more easily aligned with the school vision and values. All collective worship sessions include use of the “Calm Me” chime to enable an experience of stillness and reflection including opportunities to reflect on behaviours. This makes the collective worship inclusive and invitational as the wording specifically caters for children of all faiths and none. There are numerous opportunities for staff members and children to be involved in leading the worship. Whilst the Jigsaw songs provided are not of a specifically Christian nature, their content promotes harmony with others, building friendships, recognising your own worth, celebrating differences, looking after yourself and learning how change is natural and to be embraced. With the Bible verses provided, these can be rooted more deeply in a Christian context. All the collective worship sessions provided have the capacity to inspire the children to reflect on their own behaviour, the behaviour or model created by others and the contribution this can make to their own development.

7. The effectiveness of Religious Education

As PSHE programmes, and with the descriptors for this section being solely based on teaching and learning within RE, Jigsaw has no direct contribution in this area. However, the respect for differences fostered within “Celebrating Difference” can enable pupils to approach their RE, whether they come from a particular faith background or none, with an open mind and the ability to build empathy with the believer.

Further information on how the Discovery RE Programme supports high quality RE can be found at www.discoveryschemeofwork.com

All quotations in italics taken from “Statutory Inspection of Anglican and Methodist Schools (SIAMS): An Evaluation Schedule for Schools and Inspectors (April 2018)

AH 19/3/2020

Copyright © 2020, Jigsaw PSHE Ltd