

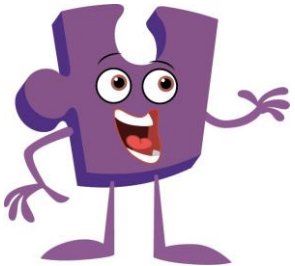


## Introduction to Jigsaw- A Parents Guide



At The Horsell Village School our curriculum is designed to...

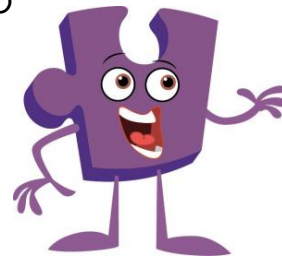
- To develop each child so that they leave here secure in their understanding of themselves as learners and as confident individuals. Developing a growth mindset in all aspects of life.
- To develop a sense of belonging for each child in their community, developing strong relationships, celebrating diversity and encouraging respect.
- To develop aspirational ambitions for themselves.
- To take risks in their learning and respond positively to challenge.
- To develop skills for lifelong learning.
- To support in the development for children to be emotionally resilient, robust learners in a world that is constantly changing and to be able to survive in that world.
- To provide children with a wide range of first hands experiences supporting children to make meaningful links in their learning.
- For Arts, Enquiry and Investigation to be the starting point for all learning. Building on what the children already know and what they would like to find out.





## Intent- PSHE ( Personal, Social, Health and Economic Education ) and RSE ( Relationships, Sex Education)

- To support our pupils in the development of their emotional literacy skills and social skills, to be aware of their own thoughts and feelings as they happen and to develop a range of strategies to help them manage them.
- Mindfulness- tools for life, regulating emotions, building emotional resilience's whilst enhancing their ability to concentrate and focus.
- To Celebrate differences, develop mutual respect and acceptance
- To develop the knowledge, skills an attributes needed to manage opportunities, challenges and responsibilities they face as they grow up – developing transferrable skills
- To develop an understanding of how to stay safe, healthy, develop self-esteem, resilience and empathy.
- To support in the removal of barriers to learning and to raise aspirations
- Develop an understanding of what a positive, healthy, caring relationship looks and feels like, how to make and maintain a positive relationship and how to speak up and get help when a relationship doesn't feel healthy / positive or safe- including internet safety and online relationships.

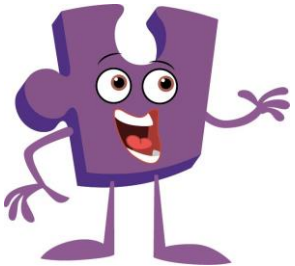




## The Jigsaw Approach – Mindfulness approach to PSHE

Brings together a focus and development in...

- Personal, Social and Health Education
- Emotional Literacy
- Social Skills
- spiritual Awareness
- British Values





## The Jigsaw Approach – Mindfulness approach to PSHE

### What does this mean?

- To be aware of your thoughts and feelings as they arise
- To be able to focus your mind on what you choose to focus it on both outside of you and within you.

Thoughts and feelings motivate and determine actions, responses and behaviours. Within this programme children will be taught.

- How to be aware of their thoughts and feelings as they arise
- Learn and practice intervention techniques so they can choose how to manage / self regulate their thoughts and feelings
- Consider a range of responses and the impact they may have and change direction of thought / feelings.

**Mindful children can more readily choose their response to situations rather than react while caught up in the thought-flows and emotions, saving behaviour issues from happening, helping concentration and lessening stress and anxiety.**

# The Jigsaw Approach – Mindfulness approach to PSHE



## Why children need mindfulness



Improved Emotional Regulation



Positive Mood



Increased Self esteem



Improved Concentration



Better decision making



Social Skills



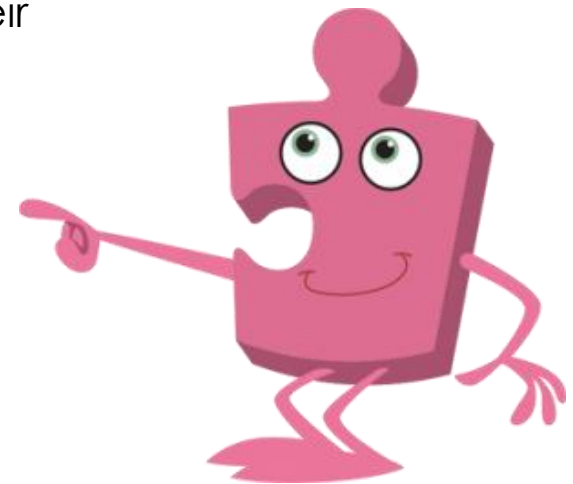
Decreased worry



## The Jigsaw Approach – Mindfulness approach to PSHE

This is developed in 3 ways throughout Jigsaw approach and happens in each lesson.

- **'Calm me' time.**  
This consists of breathing techniques, awareness exercises and visualisations.  
This enables children to quiet their minds and become aware of the activity within them and manage it positively.
- **Curriculum.**  
Each Jigsaw piece and the lessons within them help children to explore their thoughts and feelings, to expand their emotional vocabulary, explore thoughts-feelings-consequences and build their confidence and express themselves in a safe environment.
- **Pause points.**  
In each lesson children will be asked to “stop and look inside” to practice observing their thoughts and feelings and relating to what they are learning about in that lesson.



## There are 6 Puzzle pieces

- Being me in my world
- Celebrating differences ( including anti-bullying)
- Dreams and Goals
- Healthy me
- Relationships
- Changing me ( Including Sex Education)



The whole school works on the same puzzle piece at a time. Each year group has a set of plans that are progressive.

### Each puzzle pieces covers

- Statutory relationships and Health Education guidance and outcomes
- SMSC- Spiritual, Moral, Social and Cultural development
- Safeguarding, British values and prevent

Links to safeguarding aspects are obvious to teachers but not necessarily to children. Jigsaw follows the philosophy to grow resilience and positive self esteem and confidence in children, so they can recognise when they feel uncomfortable in a situation, know who to trust and how to speak up. They respect themselves and their bodies and know what a healthy relationship feels like.

**Programme is designed to have 1 focus lesson per week**

**FS- 15 to 20 mins**

**KS1- 30 to 40 mins per week**



What does a lesson look like .....

Each lesson starts with a remainder of the Jigsaw Charter



## What does a lesson look like .....



**Connect us**-this is a game designed to build and maximise social skills. It engages positive relationships and enhances collaborative learning.

Can we pass Jigsaw..... treasure around the class without making a sound?

What ideas do you have to achieve the success?

How does it feel when you have achieved this goal?



What does a lesson look like .....

## Calm Me.

### Calm Me Script - Ages 5-6 - Piece 1



Let's calm our minds so we feel peaceful and can learn better.

When you hear the Jigsaw Chime, listen, listen, listen until you can no longer hear any sound coming from it.

Now let's get our bodies ready to help our minds calm down.

First of all we sit nice and straight in our chairs with our shoulders relaxed and both feet flat on the floor. Then place your hands gently on your tummy so you can feel it rise and fall as you breathe in and out.

Now close your eyes if you are comfortable to, or fix your gaze on a point in front of you.

Listen to the Chime again until you can no longer hear the beautiful sound. Imagine the sound going far away into the distance, over the hills and into the horizon.

You feel peaceful and now start to concentrate on your breathing... in ...out... gently count 1,2,3,4 as you breathe in through your nose, and out again 1,2,3,4,5 as you breathe out through your mouth. Can you feel your tummy rise and fall as your lungs fill with air and then let it go again?

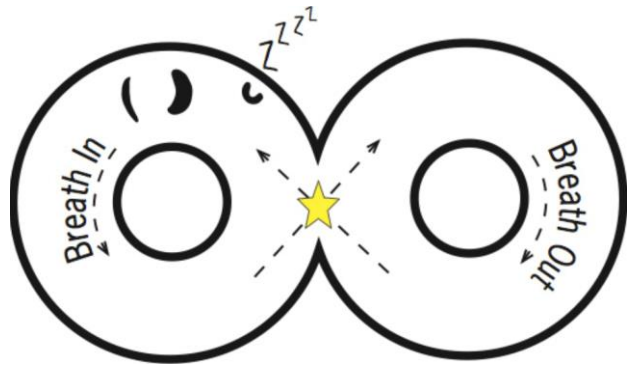
Do this several times and as you breathe out feel any worries or noisy thoughts float away over the hills and into the air, like the sound of the chime.

Worries and noisy thoughts float away over the hills as you breathe in and out nice and slowly, nice and gently.

You feel happy and peaceful. Your mind is nice and calm and ready to learn.

Now, when you here the Jigsaw Chime again, listen until you can no longer hear the sound, and then gently bring your awareness back into the room.

What does a lesson look like .....



**Calming Strategies**

To help me feel **CALM** and **FOCUSED** I will try...

**Hawk HUG** **Balloon BELLY** **FIRE HANDS**

**Buzzing BEE** **Bubble BREATH** **ROLLER COASTER**

**Hot COCOA**

**Rocks & SOCKS** **BUNNY SNIFF**

**Trace EIGHT** **I am lovable.** **Ocean WAVES**

**Hand over HEART**

**What I SEE** **What I HEAR** **What I FEEL**

WHOLEHearted



## What does a lesson look like .....

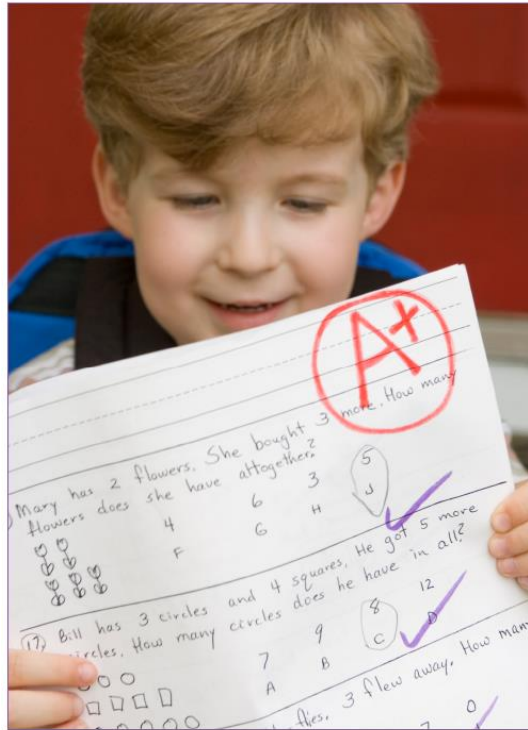
Dreams and Goals

Teach me

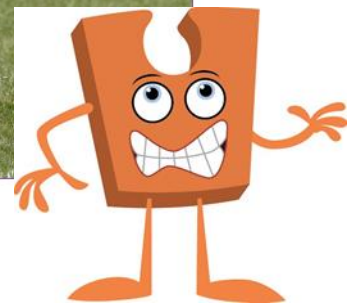
- Set simple goals
- Tell you about the things I do well.



- **Open my mind-** activities to engage with the reticular activating system of the brain. This supports children to filter out activities around them that are not significant to the learning intention- thereby improving concentration and learning.



Do you see success in these pictures?  
Why? Why not?



## What does a lesson look like .....

Dreams and Goals

Teach me

- Set simple goals
- Tell you about the things I do well.



- **Tell me or show me...**

This is where new learning / concepts are introduced...

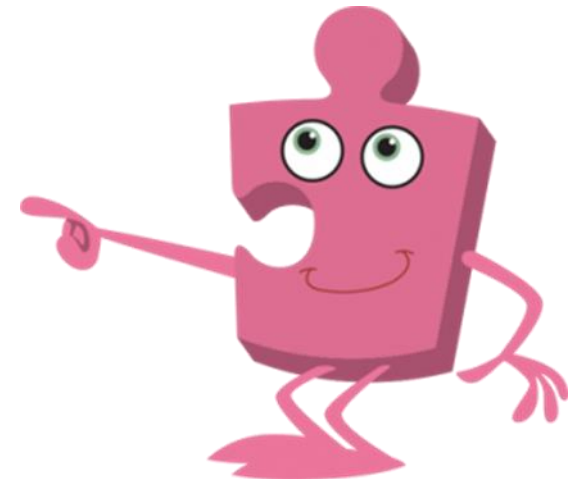
Sample would be discussion around what achievements they are proud of, how they achieved this and how it made them feel.

- **Let me learn**

Independent or group work application time- make their own proud coin to put in the class treasure chest.

- **Help me reflect**

How did it feel? What did it feel like to hear about other people's successes.



# Celebrating Success



## Weekly Celebration 1

This week we are celebrating people who:  
Stay motivated when doing something challenging



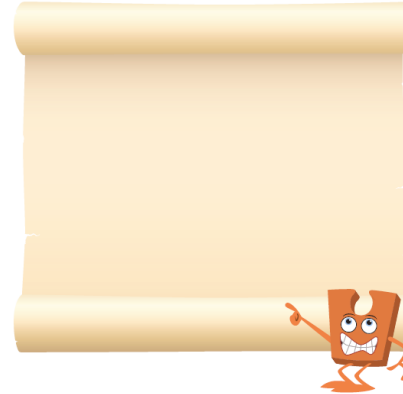
## Weekly Celebration 2

This week we are celebrating people who:  
Keep trying even when it is difficult



## Weekly Celebration 3

This week we are celebrating people who:  
Work well with a partner or in a group



## Weekly Celebration 4

This week we are celebrating people who:  
Have a positive attitude



## Weekly Celebration 5

This week we are celebrating people who:  
Help other to achieve their goals



## Weekly Celebration 6

This week we are celebrating people who:  
Are working hard to achieve their own dreams and goals





# How to nurture a child's mental health



Actively listen before offering your advice



Be patient



Share your feelings and validate theirs



Tell the truth



Model healthy behavior



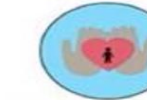
Surround them with healthy adults



Be consistent and follow through with what you promise



Teach them how to be safe



Believe them and in them



Use open ended questions



Have scheduled family time



Limit electronic time for everyone



Reach out and hug them



Practice relaxation exercises together



Model forgiveness



Respond calmly when their emotions are elevated



View their behavior as a window to their needs and feelings



Make play and exercise a requirement



Recognize positive choices



Be present



View their behavior as a window to their needs and feelings



Make play and exercise a requirement



Set and respect boundaries







### Trace EIGHT



- 1) Pretend that your index finger is an imaginary pencil.
- 2) As you breathe in, trace or "draw" the top part of the number 8 in the air, on the table, or on your leg.
- 3) Trace the bottom part of the number 8 as you breathe out.
- 4) If you have a Breathing Board, you can also use that.

### FIRE HANDS



- 1) Rub the palms of your hands together, back and forth, as quickly as you can.
- 2) Notice the sensations in your hands and arm muscles. Focus on the strength and heat you are creating.
- 3) When you feel the warmth, close your eyes.
- 4) In silence, place your hands gently on top of your head.
- 5) Pay attention to the transfer of warm energy between your hands and head.
- 6) Slowly bring your arms to your side.
- 7) Notice how your body feels as you breathe in and breathe out.

# BREATHING

### HUG



- 1) Place your left hand on your left hand and your right shoulder with your left hand.
- 2) Breathe in and out for 5 slow breaths.
- 3) Pretend that your hands are like hawk wings, and alternating each hand, gently flap them against your shoulders for a bit.
- 4) If you feel comfortable doing such, close your eyes as you "fly."
- 5) After "flying" for a few moments, give yourself a hug.



- 1) Take a few natural breaths.
- 2) Close your eyes and mouth.
- 3) Breathe in through your nose, keep your lips lightly sealed.
- 4) When you exhale, hum the sound of the letter M.
- 5) Notice how the vibrations feel in your mouth.
- 6) Continue humming the M sound until you feel the need to inhale again.
- 7) Repeat the buzzing bee breath several times.

# EXERCISES

### Balloon BELLY



- 1) Pretend that your belly is like a balloon.
- 2) Take in a slow, strong breath.
- 3) Notice how the balloon gets bigger as it inflates with air.
- 4) Slowly breathe out.
- 5) Pay attention to how the balloon gets smaller as it deflates.
- 6) Take a few, quiet moments to yourself.

### Bunny SNIFF



- 1) Pretend you are sniffing a Bunny.
- 2) When you breathe in through your nose, take three quick, short sniffs in a row.
- 3) Pause for a moment.
- 4) Slowly breathe out through your mouth.
- 5) Do the Bunny Sniff several times.
- 6) Pay attention to the energy in your body as you breathe this way.

# for kids!

### BUBBLE BREATH



- 1) Pretend you are holding a bubble wand in your hand.
- 2) Take a deep breath in.
- 3) Hold that breath for a moment.
- 4) Slowly breathe out.
- 5) Visualize shimmery bubbles floating into the sky.
- 6) If there is something you are worried about right now, imagine that the bubbles are carrying that worry away.

### Hot COCOA



- 1) Pretend you are holding a mug of hot cocoa cradled between both of your hands.
- 2) Bring the mug near your face.
- 3) Take a slow breath in.
- 4) Imagine that you are smelling the yummy, comforting chocolate aroma.
- 5) Slowly, with gentleness, exhale.
- 6) Pretend to blow the steaming hot cocoa to cool it down.

