



A Better Chance of Success

An Introduction to Jigsaw

PSHE Jigsaw Assessment

There are six puzzles in jigsaw that are designed to progress in sequence from September to July:

Autumn 1: Being me in my world

Autumn 2: Celebrating differences

Spring 1: Dreams and goals

Spring 2: Healthy me

Summer 1: Relationships

Summer 2: Changing me

Each puzzle has six pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each piece has two learning intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today) and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying and internet safety.

Every piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each piece and balanced across each year group. This is easy to see on the puzzle map (overview) at the beginning of each puzzle.

Each puzzle (except puzzle 1, being me in my world) has a built in assessment task, usually in piece 5 or 6. This task is the formal opportunity for teacher assessment which uses a best-fit approach, allowing the teacher to decide whether the child is working at, working towards or beyond. The

three attainment descriptors (puzzle pieces 2 – 6) allow teachers to assess whether a child is working at, towards or beyond (see figure 1).

*Please be aware that the attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child’s learning journey. They are not nationally recognised. There are no national level descriptors for PSHE. The Jigsaw philosophy is that children are praised and their achievements celebrated in every piece. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time needs to be allocated for this process.

Jigsaw Attainment Descriptors
Puzzle 2 Celebrating Difference

	Working towards	Working at	Working beyond
Year 1	<ul style="list-style-type: none"> I can talk about one thing that makes me different than my friends. I can tell you one thing that is unusual about me. 	<ul style="list-style-type: none"> I can talk about one thing that makes me different from my friends. I can explain how differences make all of us special and unique. I can identify some ways in which we have differences from each other. I can tell you why I like the things that are different from me. 	<ul style="list-style-type: none"> I can describe a variety of ways that I am different from my friends. I can tell you why I am proud of the things that make me special. I can compare myself with others and describe the similarities and differences between us. I can explain how I feel about my differences and differences in others.
Year 2	<ul style="list-style-type: none"> I can recall one way that my friend is different from me. I can give a reason why my friend is different from me. 	<ul style="list-style-type: none"> I can tell you about a time when my friend affected someone's feelings and what the consequences were. I can give an example of how my friend has affected me. 	<ul style="list-style-type: none"> I can compare and describe in detail my friend's affected someone's feelings and explain the effect the action has on relationships. I can give an example of how my friend has affected me and the consequences.
Year 3	<ul style="list-style-type: none"> I can tell you something that says that made someone happy or unhappy. I can give an example of how someone has affected me. 	<ul style="list-style-type: none"> I can explain how someone changed the way I feel about myself and how I feel about other people. I can explain how I feel about myself and how I feel about other people. 	<ul style="list-style-type: none"> I can explain how someone has affected me and how I feel about myself and other people. I can explain how I feel about myself and how I feel about other people.
Year 4	<ul style="list-style-type: none"> I can give some examples of judging someone including about any physical signs. I can tell you why judging is wrong and why. 	<ul style="list-style-type: none"> I can explain the differences between good and bad types of judging. I can explain how to encourage someone who is being judged and how to help someone who is being judged. 	<ul style="list-style-type: none"> I can describe a range of judging someone and understand the impact these have on us. I can explain how I feel about myself and how I feel about other people. I can explain how I feel about myself and how I feel about other people.
Year 5	<ul style="list-style-type: none"> I can tell you some ways that difference can be a source of conflict in people's lives and how people feel about this. 	<ul style="list-style-type: none"> I can explain ways in which difference can be a source of conflict in a class or in a group. I can explain how I feel about myself and how I feel about other people. 	<ul style="list-style-type: none"> I can talk about one thing that makes me different from my friends. I can explain how I feel about myself and how I feel about other people.