

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 Ofference

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