



How does the Jigsaw 3-11 meet the Personal, Social and Emotional Development (PSED) Early Learning Goals?

The Statutory Framework for the Early Years Foundation Stage (EYFS) was revised, with the new document coming into force for September 2021 (and has been supported by a revised version of Development Matters).

In line with this, Jigsaw PSHE has revised all assessment tables for its EYFS plans to support practitioners in making judgements against the Early Learning Goals. How each session supports children towards the revised Development Matters statements is also reflected in our revised planning. This document specifically looks at the PSED Early Learning Goals and how Jigsaw supports children to fulfil them.

The framework states:

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

This completely meets with the ethos of Jigsaw as stated on our webpage.

"Jigsaw 3-11 offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others."

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus."



Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

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Personal, Social and Emotional Development

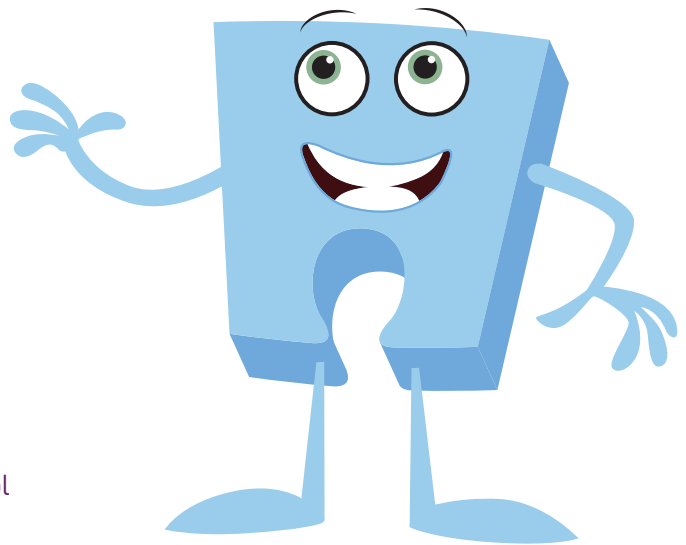
The Framework states:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

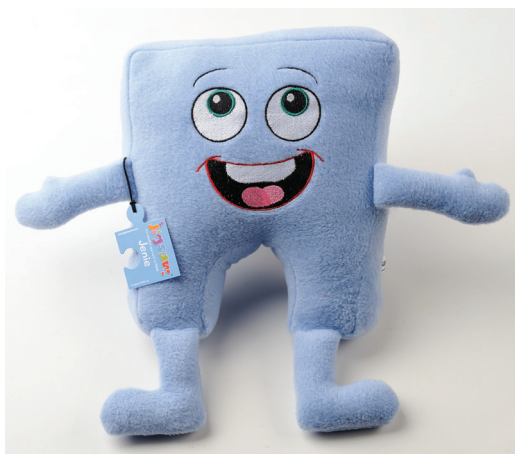
Jigsaw PSHE embeds these aspirations into 36 sessions (Pieces) for both ages 3-4 and 4-5. Learning themes are returned to and developed each year through 6 half-termly units called Puzzles. These are:

- **Being Me in My World**
- **Celebrating Difference**
- **Dreams and Goals**
- **Healthy Me**
- **Relationships**
- **Changing Me**

The session (or Pieces) include whole class or group inputs which are inclusive and engaging, followed by continuing the learning through both adult-led and child-led creative activities, including utilising the outdoor environment and possibilities for home/school collaboration.



We believe that emotional and mental health are fundamental to learning, relationships and life. A sense of identity, the feeling of belonging, coupled with inner strength, calm and resilience are essential for success. Jigsaw is underpinned by mindfulness philosophy. Mindfulness practice in every lesson empowers even our Early Years children to be aware of their thoughts and feelings as they arise, consciously making decisions about the ensuing actions and responses, thus enabling them to grow in self-regulation and support their own well-being to become confident and aspiring adults of the future, ready to challenge anything which may prevent them from achieving.



There is a Jigsaw friend which accompanies the learning, acting as both a talking object within the Jigsaw Circle and a distancing tool so that children can talk hypothetically about the friend more freely than they might if discussing themselves. It is also used to demonstrate strategies or scenarios to regulate behaviour. The friend for both Nursery and Reception is Jigsaw Jenie to aid transition between these two age ranges. Jenie is accompanied by Jigsaw Jerrie cat who reminds the children to 'pause' for thought periodically, which the teacher or practitioner can prompt by raising Jerrie's pink paws to the group. The pauses add to the discrete mindfulness "Calm Me" part of the session which is facilitated by the use of the Jigsaw Chime.

For further information, see our webpage and Success Stories from our EYFS settings and schools.

More detail is shown below about each of the aspects of the three PSED Early Learning Goals (ELGs).

ELG: Self-Regulation

Children at the expected level of development will:	Jigsaw supports by:
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Children are given strategies to support this from the very start of Jigsaw. The 'Being Me in My World Puzzle' includes sessions on starting to recognise and manage feelings (Piece 2) and why it is good to be kind. They also consider children's rights and how to be responsible for making their setting a good place to learn and play. This is continued within 'Celebrating Difference' (Piece 5) on how to be a kind friend, and throughout 'Relationships' (e.g. Piece 4 on understanding the impact of unkind words and Piece 5 on using Calm Me time to manage feelings).
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Behaviour regulation and self-management are intrinsic in every lesson due to the mindfulness approaches interwoven throughout Jigsaw. The 'Dreams and Goals' Puzzle, specifically focusses on setting simple goals and considering the feelings children have when they have waited and worked towards these and achieved them.
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	The transition from whole group/class to group activities allows the children to practice listening to and following instructions. The Pause Points using Jerrie Cat can support children in stopping their discussion or activity to take time out to listen and think.

ELG: Managing Self

Children at the expected level of development will:	Jigsaw supports by:
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Throughout Jigsaw, children are challenged by new activities and challenges e.g. trying out how they might react in certain familiar or unfamiliar situations. In 'Dreams and Goals' they work towards specific challenging targets and are given the opportunity to demonstrate resilience and perseverance and strategies to support this. (e.g. Piece 1 – "I understand that if I persevere I can tackle challenges".)
Explain the reasons for rules, know right from wrong and try to behave accordingly.	'Being Me in My World' supports children in understanding the school/ setting rules and why we have them, and the right of children to learn and play. They consider the impact of their behaviour on others and the need for everyone to work together to ensure that they have a safe and happy learning environment.
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	The 'Healthy Me' Puzzle specifically looks at this area and the children learn about exercise, moving and resting, healthy and unhealthy food and choices, sleep and why it is good for them, handwashing and personal hygiene when toileting, plus safety around strangers.

ELG: Building Relationships

Children at the expected level of development will:	Jigsaw supports by:
Work and play cooperatively and take turns with others.	These skills are embedded throughout Jigsaw as all children learn the importance of turn-taking using Jigsaw Jenie within the Jigsaw Circle. The children will also be working and playing co-operatively within their group activities. Some puzzles will have one session specifically focussed on how to work and play with others e.g. 'Being Me in My World' (Piece 3), 'Dreams and Goals' (Piece 4)
Form positive attachments to adults and friendships with peers.	The inclusion of both adults and children in the Jigsaw circle and some directed activities, enables positive attachments to be formed. Adults may often be asked to role play a situation (e.g. being mean or dis-respecting resources) to ensure that the children understand that they can offer advice and support to the adults as much as each other and regulating emotions is necessary skill for everyone. In some sessions, friendship skills are specifically focussed on (e.g. 'Relationships' in Pieces 2, 3 and 4) as well as the more inherent learning which comes though working and playing together.
Show sensitivity to their own and to others' needs.	We encourage the children to be aware of their own feelings through both the mindfulness practice and discrete teaching e.g. 'Being Me in My World' (Piece 2 as discussed earlier) and 'Changing Me' Piece 5, when they can verbalise worries or things they are looking forward to about going to year 1. Sensitivity to the needs of others is always considered in every activity and is a focus of the learning in 'Celebrating Difference' (where the children consider how being different makes us all special and how to be a kind friend) and 'Relationships' (e.g. Piece 3 considering the impact of unkind words).

