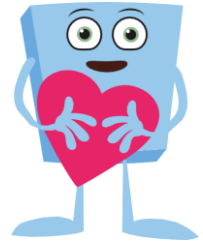




What is the Jigsaw PSHE approach to safeguarding at The Godolphin Junior Academy?



Jigsaw, the mindful approach to PSHE, takes children's safety very seriously and aims to equip them to lead safe, happy and healthy lives, to embrace the opportunities open to them, to aim high, and to be empowered to keep themselves safe, know their rights and responsibilities and know where and how to ask for help when needed.

Jigsaw aims to equip children with knowledge and skills which empower them. Jigsaw believes that age-appropriate knowledge e.g., about relationships, coupled with personal skills of e.g., self-esteem, assertiveness and respect, and the understanding that their bodies belong to them and they have the right of consent in all aspects of their lives, supports students to be safe. Ignorance does not protect innocence but can leave children vulnerable. Teachers are also well-equipped with regular safeguarding training and know how to recognise the multiple signs of e.g., abuse or neglect.

The Jigsaw Programme builds the foundations of children's positive relationship with themselves, self-esteem, self-respect, and assertiveness skills; and it approaches sensitive subjects in an age- and stage-appropriate way, which is particularly important when it comes to safeguarding.

Jigsaw is designed as a whole-school approach which when embraced fully, enhances ethos and develops positive relationships, children experiencing support and trust.

The beauty of the spiral Jigsaw approach is that it is designed in a progressive and developmental way: children learn about keeping themselves safe, why it is important, and how they can get help if they need it. These messages are repeated and added to across all year groups. These explicit lessons are taught in the safe learning environment created by the teacher, the school ethos and the Jigsaw Charter.

Jigsaw aims to empower pupils to understand that the world may sometimes present threats to their safety but to know how they can protect themselves from these, and to do this in a way that does not cause distress or fear. Jigsaw also builds the underlying resilience and skills needed to assertively protect oneself.

There are numerous themes that are threaded through the entire Jigsaw programme, which enable children to see how their learning is practical and can be life-long – and how safety underpins everything they learn, and how they are valuable unique human beings who deserve to be safe.

Jigsaw uses the mindfulness approach. Practising mindfulness can also give more insight into emotions, boost attention and concentration, and improve relationships. This in itself is invaluable, but when applied to the safeguarding context, mindfulness offers children insight into their own thoughts and feelings and, in addition, increases their resilience and ability to self-regulate and respond rather than react.

Ground rules (The Jigsaw Charter) are fundamental to creating and maintaining a safe teaching and learning environment. Establishing a safe learning environment for both pupils and teachers is important for PSHE education lessons – especially those focusing on mental health and emotional wellbeing, as it:

- protects pupils from possible distress



- offers them the choice as to whether to contribute or not
- enables them to feel comfortable exploring values and attitudes
- enables them to express their own opinions and consider the views and opinions of others, without the fear of negative feedback.

These rules are revisited at the start of every lesson. This is crucial to establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and students alike.

One of the most important elements of the Charter is the Right to Pass, where children understand fully that they do not have to participate in the discussion/activity if they do not wish to. This creates a space where they can feel safe and their wishes are taken seriously by adults and peers alike. This is vital when teaching about safeguarding in both an implicit and explicit way. They choose whether they speak or not and their right to pass is upheld and respected.

Teachers are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures will be followed immediately.

Throughout Jigsaw, a range of teaching and learning methods is used in order for everyone to get the best out of the lesson. Often, owing to the nature of some of the lesson content, it may sometimes feel a little awkward to consider or discuss some topics, which is why there are numerous learning strategies in Jigsaw that encourage more open discussion whilst at the same time giving some protection to the privacy and feelings of both students and teachers. Distancing techniques depersonalise situations and can help everyone to feel more secure and safe. Being in a role, putting yourself in another's shoes or speaking in response to the actions of others (real or imaginary) allows students to explore their feelings about issues safely, because they are not speaking or acting as themselves.

Distancing also helps students learn and subsequently reflect on how something applies to their own lives. Students who can struggle with written work often thrive when given the opportunity to take on roles or to respond to scenarios.

In Jigsaw, the Jigsaw Friends are used as the 'talking object' in circle discussions. The children and staff pass the particular friend for their class around the circle and when holding the Jigsaw Friend, it is their turn to talk or to offer a suggestion, experience or feeling relevant to the discussion (if they choose to). A further role for the Friends is to act as a distancing tool so that children can talk about potentially more sensitive issues without referring directly to themselves. Additionally, the Friends can be used to talk to, to share their concerns or to ask questions through a post box technique. By using the Jigsaw Friend, children can feel more able to express themselves and to share their concerns.

Jigsaw guides the teacher as well as the students through a clear comprehension of safeguarding, in practical PSHE- related terms, that is supported by the school policy.

Jigsaw allows the teacher to get to know pupils better and this helps them notice when something may be bothering an individual.



Here is a table that outlines the Jigsaw lesson content that supports safeguarding:

Year Group	Puzzle (unit)	Piece (lesson)	Content	Link to safeguarding
3	Celebrating Difference	2 – Family conflict	This lesson explores how sometimes conflict occurs in families and how children can calm themselves down and use solution-based techniques to help themselves.	Children think about a possible source of family conflict and of ways to help solve it. Teachers need to be aware of all children's domestic situations (particularly any that may be violent) before teaching this lesson; notes in the lesson plan are provided to help.
3	Celebrating Difference	3 & 4 – Witness and feelings & Witness and solutions	Children learn that the role of witnesses in bullying situations, and that sometimes a witness can hinder rather than help.	Homophobic bullying is covered in these lessons, as well as what children can do if they see bullying taking place. The Jigsaw 'Solve It Together' technique is especially helpful for children to have a strategy to help themselves and others.
3	Healthy Me	4 – Being safe & 5 Safe or unsafe	Children identify things, people and places that they need to keep safe from, and can share some strategies for keeping themselves safe, including who to go to for help.	Using the 'We are keeping safe from...' cards, children can come up with strategies for Jigsaw Jino to keep safe in different situations, including online. Children can also complete the 'Keeping Safe' templates to form their contributing chapter for the school's Healthy, Happy Me Recipe Book (assessment task). They can learn how to take responsibility for keeping themselves and others safe, and why this is important (and that adults do not always have to be present).



3	Relationships	3 – Keeping myself safe online	Children discuss things that they might need to keep safe from when online.	Children rank the top tips for keeping safe online and discuss their ranking decisions, while learning about the importance of trust.
4	Celebrating Difference	3 – Understanding bullying	Reinforcing the messages from previous year groups, this lesson focuses on more surreptitious bullying and how to better understand bullying behaviour.	For older children, it is timely to look at the intricacies of bullying and how sometimes it can be difficult to spot. Teachers are encouraged to know what the school's anti-bullying policy states and to ensure that this lesson adheres to the guidance.
4	Healthy Me	5 – Healthy Friendships	This Piece looks at how children can learn to recognise when people are putting them under pressure and how to resist this when they want.	Through the context of healthy friendships, children can explore their possible feelings of anxiety and fear and how this might be associated with peer pressure; it could also be applied to the pressure they might feel from other people.
4	Healthy Me	6 – Celebrating My Inner Strength and Assertiveness	Helping children learn that they can have a clear picture of what they believe is right and wrong, and to know how to be assertive when they need to be.	Children can learn to draw on their own sense of right and wrong to help make decisions that suit them. Using some simple assertiveness techniques can help children feel more empowered in their lives and can help to keep them from harm.
5	Celebrating Difference	2 – Racism	Children learn about what racism is and how their own attitudes can affect how they treat others.	The concepts of racism and discrimination are introduced to children and they are invited to share their thoughts. Particular emphasis is given to the words that people use, often without understanding them, and how they can be racist.
5	Celebrating Difference	3 & 4 – Rumours and name-calling & Types of bullying	Children learn about how rumours are spread and how name-calling can both be bullying behaviours. They also learn the difference between direct and indirect bullying.	Both lessons help children to learn ways that they can be empowered to help themselves, and to report anything that feels wrong to them.
5	Relationships	2-6 – Online safety lessons x5	Lessons on staying safe when using technology. Children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others.	Rights and responsibilities are being online, staying safe, and relationships with technology all refer implicitly to safeguarding within these lessons.
6	Celebrating Difference	3 – Power struggles	Children explore power in different contexts – how sometimes it is needed, and how sometimes it is unwarranted and can feel unsafe.	This lesson focuses on power scenarios, how to identify them and how to deal with them practically in real life.

6	Celebrating Difference	4 – Why bully?	Children learn about some of the reasons why people bully, using various example scenarios.	Children are encouraged to practise and use a variety of strategies in managing their feelings in bullying scenarios – and how they can help solve problems if they are part of a bullying situation.
6	Relationships	4 – Power and Control	Returning to more assertiveness training, where children learn to recognise when people are trying to gain control or power, and how they can stand up for themselves (and their friends) in situations when others try to gain control or power.	Power and Control headlines and scenario cards are used to facilitate discussion among the children so they can decide on whether someone is being 'controlling' – and then to practise some helpful assertiveness techniques, which demonstrate how to deal with some of these situations.
6	Relationships	5 – Being Online: real or fake? Safe or unsafe?	Linked to previous lessons, children learn how to judge whether something online is safe and helpful	Online scenario cards are used to give examples of what might happen if someone tried to use technology to gain power over another.
6	Relationships	6 – Using technology responsibly	Children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and well-being.	This lesson focuses on the SMARRT rules and how to stay safe and happy online – and what to do if you don't feel safe.

