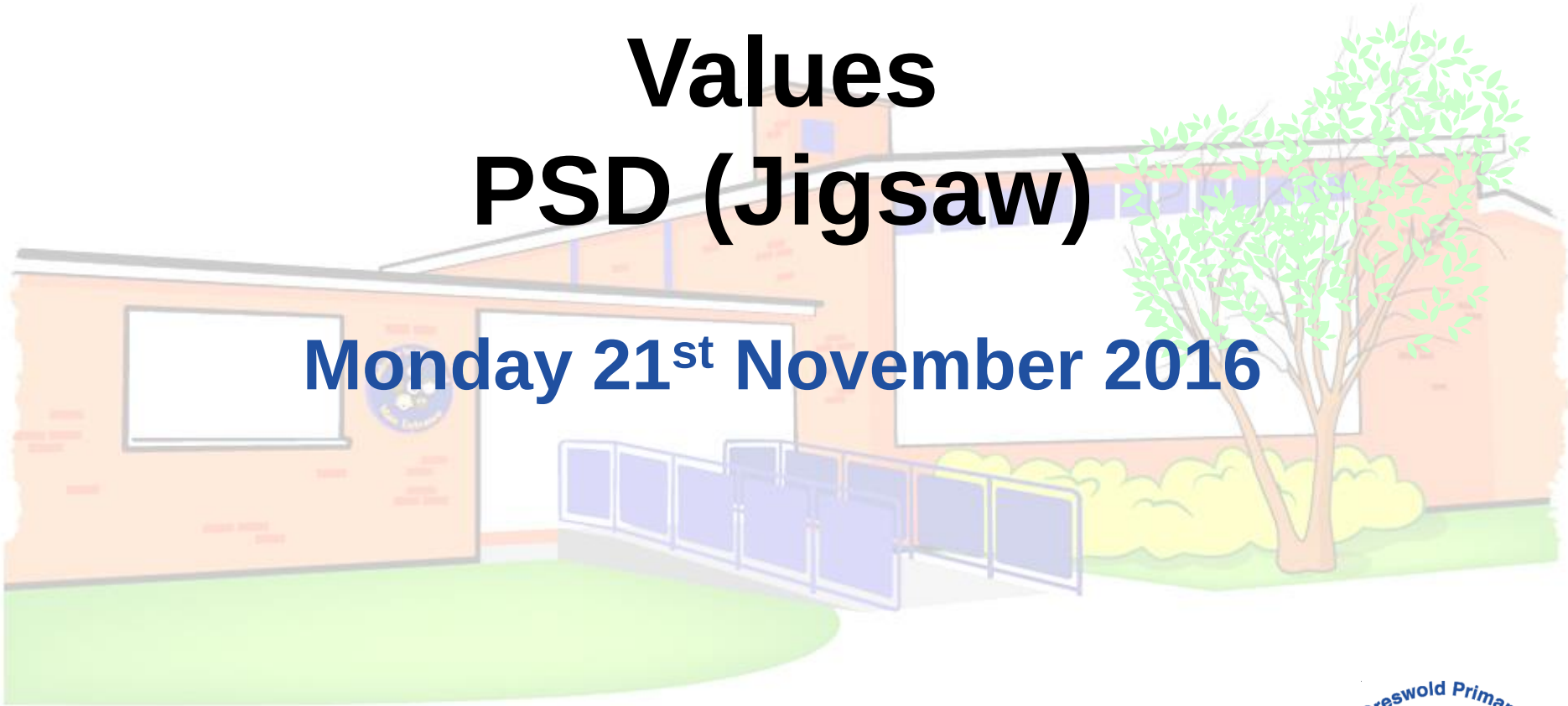




Values PSD (Jigsaw)

Monday 21st November 2016



Aims

- To reflect on BRICKS, British Values and our taught PSD (Personal & Social Development) curriculum
- To gain a greater awareness of how our school values underpin life at Greswold and how you as parents can support this at home
- To introduce Jigsaw – our new scheme of work for PSD

BRICKS	Jigsaw	British Values
Belonging	Being Me In My World	democracy
Respect	Celebrating Difference	the rule of law
Independence	Dreams & Goals	individual liberty
Curiosity	Healthy Me	mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
Kindness	Relationships	
Success	Changing Me	



How do they link together?

BRICKS	Jigsaw	British Values
Belonging	Being Me In My World	the rule of law
Kindness	Celebrating Difference	democracy
Success	Dreams & Goals	
Respect	Healthy Me	mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
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Curiosity	Changing Me	





How can you help?

- Parents teach values to their children every day. Your child learns values by watching what you do. They learn their life lessons from you.
- Sometimes what you teach them will be conscious and explicit. At other times, they will learn by observing how you behave, the language you use, and the way you respond to a situation, or a person or group of people.
- As they mature, your child will understand what you really value, and over time they will develop a value system of their own. The stronger and more positive your relationship with your child, the more often they will draw on the values you have helped them to develop.

How can you help?

- Model good values
- Apologise when you make mistakes
- Use everyday conversations/experiences as discussion points
- Hold your children accountable for their mistakes
- Don't let children take the easy way out of challenges
- Involve your children in helping others
- Monitor TV/Internet usage
- Praise good behaviour and effort
- Communication is key!
- Home – School partnership

Keep your thoughts positive
because your thoughts become
your words.

Keep your words positive because
your words become
your behaviour.

Keep your behaviour positive
because your behaviour becomes
your habits.

Keep your habits positive because
your habits become
your values.

Keep your values positive because
your values become
your destiny.

Mahatma Gandhi



– our new scheme for PSD

- Jigsaw, the mindful approach to PSHE is just that: an original and comprehensive scheme of learning which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development.
- Jigsaw aims to help children know and value who they really are and how they relate to other people in this ever-changing world.
- ***Children are at the heart of Jigsaw.***



What does it look like?

- Jigsaw consists of 6 **Puzzles** (half-term units of work) containing 6 **Pieces** (lessons). Each Piece has 2 **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 the other is based on emotional literacy and social skills (covering the **SEAL** learning intentions but also enhanced). These enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with modern issues such as **body image, cyber and homophobic bullying, and internet safety**.
- Each Puzzle starts with a whole school assembly and an original song for that Puzzle.
- Each year group studies a parallel Piece of the same Puzzle at the same time (sequentially ordered from September to July), allowing for whole school themes.
- All year groups can participate in an end of Puzzle outcome, e.g. a display or exhibition (like the Garden of Dreams and Goals) which may be shared and celebrated by the entire school.
- Jigsaw raises self-awareness, group awareness, collaboration skills, teamwork experience, respectfulness, etc., preparing children for the wider world and their position in it.



The Jigsaw!® Charter

We take turns to speak

We use kind and positive words

We listen to each other

We have the right to pass

We only use names when giving
compliments or when being positive

We respect each other's privacy
(confidentiality)





PSD Lessons

Jigsaw is based on a mindful approach. What do we mean by this?

- Jigsaw teaches children to become aware of their thoughts and feelings throughout the programme, relating this to the PSHE subject matter being studied.
- The Calm Me time at the beginning of each Piece (lesson) develops mindfulness using breathing techniques, awareness exercises and visualisations and tried and tested activities which are enjoyable for children (and teachers) alike.
- Each lesson has 6 different parts:
 - Connect Us
 - Calm Me
 - Open My Mind
 - Tell/Show Me
 - Let Me Learn
 - Help Me Reflect



Calm Me





	Celebrating Difference	Dreams and Goals	Healthy Me
Year 1	I can tell you some ways I am different from my friends I understand these differences make us all special and unique	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy
Year 2	I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her	I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group	I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends
Year 3	I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels	I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels

	Celebrating Difference	Dreams and Goals	Healthy Me
Year 4	I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are	I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure
Year 5	I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body
Year 6	I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation	I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this	I can evaluate when alcohol is being used responsibly, anti-socially or being misused I can tell you how I feel about using alcohol when I am older and my reasons for this



Weekly Celebrations

- Help others to feel welcome
- Try to make our school community a better place
- Think about everyone's right to learn
- Care about other people's feelings
- Work well with others
- Choose to follow the Learning Charter

*If I had my child to raise all over again,
I'd finger paint more, and point the finger less.
I'd do less correcting, and more connecting.
I'd take my eyes off my watch, and watch with my eyes.
I would care to know less, and know to care more.
I'd take more hikes, and fly more kites.
I'd stop playing serious, and seriously play.
I'd run through more fields, and gaze at more stars.
I'd do more hugging, and less tugging.
I would be firm less often, and affirm much more.
I'd build self-esteem first, and the house later.
I'd teach less about the love of power,
And more about the power of love.*

Diane Loomans
Full Esteem Ahead