



**Evaluation of the impact of**  
**Jigsaw**  
**the mindful approach to PSHE**  
**on Primary schools**

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# **Executive summary**

## **Introduction**

Jigsaw is a comprehensive PSHE programme underpinned by mindfulness philosophy and practice, available for primary schools to purchase and use to teach PSHE across the whole school.

## **Aims of the research**

This research aimed to investigate the impacts of teaching with Jigsaw on those schools that have currently purchased the programme. The research questions this evaluation aimed to address were:

1. In what ways do teachers perceive the Jigsaw programme to impact upon pupils, teachers and the school?
2. In what ways does Jigsaw contribute to pupils' emotional literacy?

## **Methods**

The research employed a mixed methods approach, with an online survey of teachers, an online pupil survey, which included an emotional literacy measure, and semi structured telephone interviews with teachers. The surveys were sent to all schools using the Jigsaw programme for whom the contact details were available. This totalled 639 schools. An email (with the survey links) was sent to the main contact for Jigsaw in each school; the Jigsaw Champion, asking for them to complete the survey and to pass the survey on to two other colleagues in their school, one in KS1 and one in KS2. In addition the email requested that the pupil survey be completed by one class of pupils in a particular year group in KS2. Following the survey, teachers whom had expressed interest were contacted and asked to take part in a telephone interview. In total 10 telephone interviews were carried out.

## **Key Findings**

A total of 195 teachers from 101 schools completed the teacher survey. The pupil survey was completed by 812 pupils from 46 schools.

## **Impacts on the school**

- Increased time dedicated to PSHE - 78% of respondents felt that since using Jigsaw the time they spend teaching PSHE had either *increased significantly* or *increased a little*.
- School ethos and culture - 80% of teachers surveyed *agreed* or *strongly agreed* that Jigsaw has impacted positively on their school's ethos and culture.

- Ofsted outcomes - 54% of respondents felt that Jigsaw contributed to all three Ofsted outcomes related to pastoral care.

## Impacts on teachers

- Confidence - Interviewees talked about an increase in their own, and their colleagues' confidence to teach PSHE when using Jigsaw. This was particularly commented on in relation to teaching topics often seen as sensitive.
- Relationship with class - Comments from teachers often related to feeling closer to pupils in their class after teaching Jigsaw. Moreover 80% of survey respondents *agreed or strongly agreed* that using Jigsaw positively affects the relationship they have with their class.
- Mindfulness - 80% of respondents *agreed or strongly agreed* that since using the Jigsaw programme their awareness of mindfulness has increased.

## Impacts on pupils

- Emotional literacy - pupils' scores in the emotional literacy measure were above expectations (compared to a standardised sample). Teachers interviewed were able to give a number of examples of how they felt emotional literacy has developed in their pupils, for example pupils dealing better with anger, stress and being more open to discussing issues affecting their lives.

## Key areas for improvement

- Simplification/streamlining of resources and outcome/assessment measures. A number of teachers commented that suggested activities, lesson plans and assessments could sometimes be too time consuming and difficult to fit into a single lesson. Materials could be streamlined or time indicators added to activities.
- Awareness raising. Not all teachers appeared to be aware of the full range of resources, materials and training available to them. Teachers could be better informed of the full Jigsaw offer available, including for example: training, and updated or different versions of materials, including online resources.

# Introduction

## What is Jigsaw?

Jigsaw, 'the mindful approach to PSHE', is a comprehensive programme of work (including teaching and learning resources and assessment processes) for Personal, Social, Health and Economic education (PSHE) for primary schools. The 6 units (known as Puzzles), each lasting for half a term, progressively build children's learning from the beginning to end of the school year, every year group studying the same unit at the same time at their own developmental level. This encourages a whole-school approach and enables learning themes to be highlighted, children to work together across year groups, and teachers to differentiate materials.

The entire programme is underpinned by mindfulness philosophy and practice. It is designed as a universal PSHE curriculum for children aged 4-11 years old (Years F1/2 to Year 6).

The 6 Puzzles are:

**Being me in my World** - Includes understanding my place in the class, school and global community as well as devising Learning Charters.

**Celebrating Difference** - Includes anti-bullying (cyber and homophobic bullying included) and diversity work.

**Dreams and Goals** - Includes goal-setting, aspirations for individuals and the world and working together.

**Healthy Me** - Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.

**Relationships** - Includes understanding friendship, family and other relationships, conflict resolution, communication skills and bereavement, loss and change.

**Changing Me** - This puzzle includes sex and relationships education in the context of coping positively with change.

These are designed to cover all aspects of PSHE, with particular attention to social skills and emotional literacy, spiritual, moral, social, and cultural (SMSC) development, British values and personal development. There is a safeguarding strand running throughout.

Each Puzzle has 6 Pieces (lessons), making 36 Pieces for each year group. The Pieces (lessons) follow a set structure of activities, including Calm Me time which uses a mindfulness script. The Jigsaw Chime is used during Calm Me time to help children focus their attention and gain awareness of the present moment. The

Jigsaw Friends (the soft toys shaped as Jigsaw pieces) act as distancing tools and talking objects during teaching and learning. Each Jigsaw Friend is specific to a year group and is intended to aid transition to the next year group.



For each year group, the Jigsaw PSHE programme tangibly consists of: a folder with lesson plans and resources, CD-ROM of the folder and resources, CD of original songs and music to enhance learning, a Jigsaw friend, and a Jigsaw chime.

Additional resources such as policy documents, updates and articles are accessible to Jigsaw schools through the password-protected Jigsaw Community area of the website. This is updated regularly and Jigsaw operates a free update policy.

Training is accessible to schools through either face to face sessions with a Jigsaw consultant, remote training through Skype as well as by Jigsaw offering schools free training materials for their own in-school use, downloadable through the website.

Jigsaw consultants also act as mentors for schools to support schools to maximise the impact of the programme.

More information on the Jigsaw programme can be found here: <http://www.jigsawpshe.com/jigsaw-closer-look/>.

## What are the aims of Jigsaw?

Jigsaw's core mission statement is '*to support very busy teachers to deliver high-quality Personal, Social, Health and Economic Education to the children in their*

*'schools; to bring fun and creativity into PSHE Education whilst ensuring a developmental and progressive curriculum'* (Jigsaw website).

It aims to give pupils the techniques to recognise their thoughts and feelings in the present moment, hence helping them to make choices as to how to respond and supporting them to manage their thoughts, feelings and emotions using mindfulness philosophy and practice.

## **Methodology**

### **Aims of the research**

In September 2015, Sheffield Hallam University were commissioned by Jan Lever Group to independently evaluate the Jigsaw programme. The key aim of the research was to assess the impact of the Jigsaw programme on teachers, pupils and schools.

There were a number of objectives which the evaluation set out to address; these are shown below in Table 1, along with the data collection techniques used to help answer them.

**Table 1 Objectives matched to data collection methods**

Objectives	Data collection
Does Jigsaw contribute to pupils' emotional literacy, i.e. their ability to manage their emotions?  If so, does this emotional literacy contribute to their capacity to learn and/or attain/achieve?	Pupil survey (online) including a measure of emotional literacy  Teacher survey (online)
Does Jigsaw contribute to pupils' social skills and relationships?  If so, do these social skills and relationships contribute to their capacity to engage in collaborative learning?	Teacher telephone interviews
Does Calm Me Time contribute to pupils' mindfulness, i.e. their ability to observe their thoughts and feelings as they happen and pause before responding?	
Does Jigsaw contribute to PSHE knowledge and skills?	
Does Jigsaw impact upon teachers' confidence to teach PSHE?	Teacher survey (online)
Does Jigsaw impact upon teachers' perception of the importance of PSHE?	Teacher telephone interviews
Does Jigsaw impact upon teachers' relationship with their class(es)?	
Does Jigsaw impact upon teachers' own mindfulness?	
Does Jigsaw impact upon the schools' ethos and culture?	Teacher survey (online)
Does Jigsaw impact upon pupil behaviour within the school?	
Does Jigsaw impact upon pupil relationships within the school?	Teacher telephone interviews
Does Jigsaw impact upon academic standards within the school?	
Does Jigsaw contribute to Ofsted SMSC outcomes within the school?	
Does Jigsaw contribute to Ofsted safeguarding outcomes within the school?	
Does Jigsaw contribute to Ofsted personal development, behaviour and welfare outcomes within the school?	

## Research Questions

These objectives were operationalised into two overarching research questions:

1. In what ways do teachers perceive the Jigsaw programme to impact upon pupils, teachers and the school?
2. In what ways does Jigsaw contribute to pupils' emotional literacy?

## Methods

Data collection comprised two strands: a survey of teachers and pupils, and telephone interviews with teachers.

### Surveys

As of September 2015 (when this research began), the Jigsaw programme had been purchased by approximately 950 primary schools. They had been using it for up to three years.

Prior to disseminating our survey in January 2016, Jan Lever Group provided the evaluation team with spreadsheets containing the contact details for the main contact for Jigsaw at each school, known as 'the Jigsaw Champion', in 639<sup>1</sup> of the schools using the Jigsaw programme of work.

Spreadsheets of contacts were separated into three groups by the year the schools had purchased the Jigsaw programme, although the precise date of purchase was not included. The first group (167 schools) purchased Jigsaw in 2013/14, the second (329 schools) in 2014/15 and the third (143 schools) in 2015/16.

The intention was to facilitate internal comparisons between schools that were fairly new to using Jigsaw, and those who had used the programme for over two years. However, although the above figures indicate that most schools had purchased Jigsaw in 2013/2014 and 2014/2015 (suggesting they had been using the resource for 1-2 years), most schools (64%) stated that they were in their first year of teaching Jigsaw (see chart 1 in findings section). This shows that irrespective of the year the school purchased the Jigsaw programme, there was often a delay in the programme actually being taught in classes throughout the school, so it cannot be presumed that year of purchase directly corresponds with years of use.

An online teacher and pupil survey was sent to all 639 schools in January 2016. The teacher survey was sent to the email of the Jigsaw Champion or equivalent. This individual was asked to complete the survey themselves and also to pass it on to two teacher colleagues, one working in KS1 and one in KS2, to gauge more accurately the impact of Jigsaw across the school.

The Jigsaw Champion was also asked to facilitate completion of the pupil survey by a single class in a particular year group (in Key Stage 2<sup>2</sup>) within each school, i.e. a proportion of schools were asked to facilitate completion of the survey by one of their Y3 classes, a proportion with one of their Y4 classes and so on. This was in order to

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<sup>1</sup> These were the schools that Jan Lever Group had available/up to date contact details for.

<sup>2</sup> It was decided to focus only on KS2 pupils owing to the limited resource available meaning a separate KS1 survey was not possible.

get a fairly even spread of survey completion by pupils across different year groups in KS2.

As an incentive to take part and complete all the surveys, schools were informed that they would be entered into a prize draw to win a £200 Jigsaw voucher to spend in the online Jigsaw shop upon completion of the teacher and pupil surveys. In addition all schools who completed both surveys would receive a Jigsaw 'goody pack'. The prize draw was completed in April 2016 after the survey had closed and included those schools that had completed all surveys. A winner was chosen at random and the Jigsaw Champion in the school informed via email.

### **Teacher survey**

The teacher survey was designed to take less than 15 minutes to complete in order to encourage participation and minimise the burden on teachers. It aimed to explore schools' level of engagement with Jigsaw, their experience of using it thus far, and individual teachers' perceptions of the programme's impact on themselves, their pupils and the school.

Respondents were also asked a number of open questions about the impacts of Jigsaw on their pupils, and their relationship with their class. There was also a comment box provided for respondents to write any further positive or negative comments they had on the Jigsaw programme as a whole, including any areas they thought could be improved. The teacher survey was piloted with one school.

### **Pupil survey**

The online pupil survey was short and again schools were advised that it would take most pupils around 15 minutes to complete (dependent on age range and ability). Pupils were able to complete the survey in classes or in smaller groups and on separate days where more convenient. The main focus of the survey was a measure of emotional literacy (pupil checklist) designed by Southampton University. Pupils were asked a set of 25 standardised questions forming an emotional literacy scale, based on the five dimensions of emotional literacy as defined by Goleman (1996)<sup>3</sup>:

- Self-awareness
- Self-regulation (ability to manage one's own emotions)
- Motivation
- Empathy
- Social skills

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<sup>3</sup> Goleman (1996) Emotional Intelligence. Why it Can Matter More Than IQ. London: Bloomsbury

Permission was granted by GL Assessment<sup>4</sup>, who own the copyright of the emotional literacy measure and materials, to use these questions with the addition of a copyright statement added at the end of the sets of questions.

A small number of additional questions were added at the start of the pupil survey, asking pupils how they felt about aspects of the Jigsaw lessons. However, the main purpose of the survey was to compare the emotional literacy scores of pupils who had been taught using Jigsaw with the GL standardisation sample (discussed in further detail below).

In order to encourage survey participation, all schools were sent a follow up reminder via email about completing the surveys two weeks after the initial email. In addition staff from Jigsaw sent tailored emails to individuals requesting their participation in the research.

The pupil and teacher surveys<sup>5</sup> are presented in Appendices 4 and 5.

## **Survey analysis**

A full descriptive analysis was conducted for both the teacher and pupil surveys. Cronbach's alpha<sup>6</sup> (a multivariate correlation coefficient measuring how closely responses to a set of questionnaire items are related), was used to assess the internal consistency (the extent to which the scale items measure the same construct or concept) of the items on the emotional literacy scale in the pupil survey.

Cronbach's alpha is expressed as a number between 0 and 1, with 1 representing perfect internal consistency. Values above 0.7 are seen as acceptable<sup>7</sup>. The 25 items on the emotional literacy scale used here gave a Cronbach's alpha value of 0.796, indicating adequate internal consistency. This compares with a Cronbach's alpha value of 0.760 for the standardisation sample<sup>8</sup> studied in England in 2003, showing that the scale has been found reliable with two different samples.

## **Telephone interviews**

A final section was included in the teacher survey asking whether respondents would participate in a telephone interview. In April 2016 a total of 12 individuals (4 per year of purchase) were emailed inviting them to take part in a 30 minute interview. This yielded some positive responses, however further respondents were contacted in order to achieve the required sample of 10 interviewees. Tables 1 and 2 give details of the background characteristics of the schools and teachers interviewed.

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<sup>4</sup> School assessment providers

<sup>5</sup> The emotional literacy measure has been removed from the pupil survey for copyright reasons

<sup>6</sup> A statistical measure of internal consistency

<sup>7</sup> Tavakol, M and Dennick, R. (2011) 'Making sense of Cronbach's alpha' *International Journal of Medical Education*. 2:53-55

<sup>8</sup> Southampton City Council (2003) *Emotional Literacy Assessment and Intervention: Ages 7-11*. London: GL Assessment, p33

## **Interview analysis**

All interviews were digitally recorded, fully transcribed and uploaded onto Nvivo<sup>9</sup>. Interviews were then coded in Nvivo using a framework derived from the key topic areas in the semi-structured interview schedules. Further thematic analysis on data contained within each code was undertaken to identify key themes and illustrative quotes. These are presented throughout the findings section of the report.

## **Data storage and ethical issues**

Data collected from schools was stored confidentially and securely on password protected computers. All interviewees and school names have been anonymised in this report. All information about pupils was held confidentially and in compliance with the Data Protection Act. The study was approved by Sheffield Hallam University's ethical process and was conducted in line with SHU's ethics procedures, which are consistent with guidelines from the British Educational Research Association and the British Sociological Association.

## **Limitations**

There are a number of limitations associated with the design of this evaluation which mean that findings should be read with an amount of caution. These are outlined below.

### **General**

One could reasonably assume that schools purchasing Jigsaw are likely to be more invested in the subject of PSHE, and the concept of emotional literacy of their pupils. Additionally, as the decision to invest in the Jigsaw programme would most likely reside with the head teacher, this senior leadership backing means Jigsaw is more likely to be prioritised at school level. The telephone interviews revealed that senior leaders were committed to protecting space on the timetable for PSHE delivery, and in many instances the school specifically recognised the importance of emotional literacy and pupil wellbeing.

### **Interviews with PSHE leads**

Given the pragmatic approach employed in relation to recruitment of PSHE leads to interview, it is important to acknowledge that those that did respond positively to our request to be telephone interviewed were likely to be more interested, engaged and possibly more positive about Jigsaw. This combined with the low number of telephone interviews undertaken means it is important to be cautious about generalising findings to the wider population of schools who have purchased Jigsaw.

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<sup>9</sup> A qualitative analysis software package

## **Survey**

The original intention was to conduct a census survey of all schools that had purchased Jigsaw. However, as was mentioned earlier, the survey was only sent to 639 schools<sup>10</sup>; therefore it is not possible to claim that the sample is representative of the full population of schools purchasing Jigsaw.

A further limitation regarding the survey data was that for most schools, the year that Jigsaw was purchased did not correspond with how long they had been using it. Possible explanations are that schools purchased the programme and then received training to use it in the first year, or spent time on familiarisation with materials prior to use in teaching. This precluded meaningful comparisons between years of purchase. Results are thus presented at an aggregate level.

The measure of emotional literacy gives an indication of the effect Jigsaw had on pupils, with some important caveats. We have limited information on either the schools or pupils on which the GL standardisation scores are based. It is possible that the profile of schools/pupils taking part in the Jigsaw survey differ to those in the standardisation sample in terms of academic attainment, demographic characteristics or other factors that could influence emotional literacy or engagement with education. The GL literature<sup>11</sup> states that the latter was nationally representative, but that the sample was drawn entirely from schools in Southampton but provides no further detail. We are also unable to claim representativeness for the Jigsaw survey.

It should also be noted that the Jigsaw programme focuses heavily on teaching pupils about emotional literacy and mindfulness, and therefore pupils being taught in this way are more likely to score highly in an emotional literacy specific measure than pupils who may not have been taught PSHE with such a focus. While a high emotional literacy score is a laudable outcome, it remains just one dimension that could be tested as a proxy for a successful whole-school PSHE programme.

Although a relatively high number of pupils completed the pupil survey, these were from a small number of schools (see response rates below). As we do not have pupil characteristics data, respondents may not be representative of the school.

Finally due to the lack of a comparator group of pupils undertaking the survey, we are unable to attribute causality of the findings solely to the use of Jigsaw.

## **Survey respondent characteristics**

The teacher survey was completed by 195 teachers from a total of 101 schools.

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<sup>10</sup> These were the schools which Jan Lever group held the contact details for at the time of the evaluation

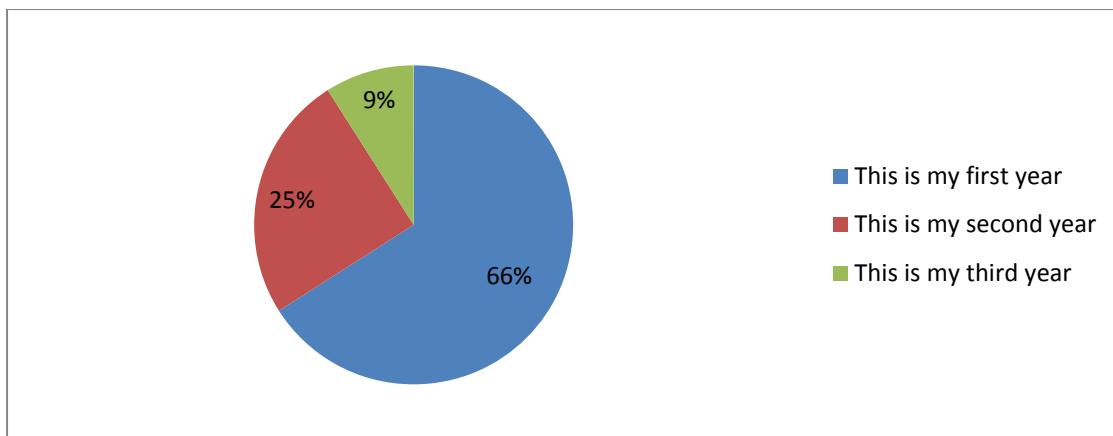
<sup>11</sup> Southampton City Council (2003) *Emotional Literacy Assessment and Intervention: Ages 7-11*. London: GL Assessment, p31

812 pupils from 46 schools<sup>12</sup> completed the pupil survey.

All figures presented in the survey findings are based on valid responses only. The total N is the number of valid responses for each survey item. This therefore varies between questions.

Chart 1 shows that just under two-thirds of respondents were in their first year of using the Jigsaw programme, and one quarter were in their second year. As previously outlined in the limitations section, the date of purchase did not necessarily reflect how long teachers had been using the Jigsaw programme.

**Chart 1 Number of years teachers have been using the Jigsaw programme**



N = 188

Half of the respondents taking part in the survey were the Jigsaw Champion/lead contact with Jigsaw (see Appendix 1 Table A1). This was to be expected as teachers were asked to disseminate the survey to other class teachers in the school.

Over half (56%) of survey respondents were experienced teachers, having been in the profession for six years or more. There were also many teachers at an earlier stage in their careers, with over one third (37%) having been teaching for between one and five years. Almost 7% of respondents were newly qualified teachers (see Table A2, Appendix 1).

Respondents were more likely to teach PSHE to younger pupils. The proportion of those surveyed who reported that they taught year 1, 2 or 3 (each at least 27%) was greater than those who reported teaching years 4, 5 or 6 (all lower than 20% - see Table A3, Appendix 1).

Respondents were also asked about any relevant additional roles they held within their school. Nearly half acted as PSHE coordinator (43%), and 4% stated that they

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<sup>12</sup> 68 pupils did not enter their school name into the survey

were the Special Educational Needs Co-ordinator. Around a quarter of teachers in the survey also reported being members of their school senior leadership team.

## Telephone interviews: school and interviewee details

### School Context

Information on the schools in which the 10 interviewees taught is given in Table 2.

**Table 2 Background data of the 10 schools**

School code	Pupils on Roll	Free School Meals (FSM)	Special Educational Needs (SEN)	Attendance	Highest Key Stage ranking available (Writing)	Highest Key Stage ranking available (Maths)	Latest Ofsted rating
School A	2 <sup>nd</sup> quintile	Highest	4 <sup>th</sup> quintile	Lowest	4 <sup>th</sup> quintile	3 <sup>rd</sup> quintile	Good
School B	2 <sup>nd</sup> quintile	2 <sup>nd</sup> quintile	4 <sup>th</sup> quintile	4 <sup>th</sup> quintile	4 <sup>th</sup> quintile	4 <sup>th</sup> quintile	Good
School C	Highest	3 <sup>rd</sup> quintile	2 <sup>nd</sup> quintile	2 <sup>nd</sup> quintile	3 <sup>rd</sup> quintile	4 <sup>th</sup> quintile	Outstanding
School D	2 <sup>nd</sup> quintile	4 <sup>th</sup> quintile	Lowest	3 <sup>rd</sup> quintile	2 <sup>nd</sup> quintile	2 <sup>nd</sup> quintile	Good
School E	Highest	Highest	Highest	Lowest	Lowest	3 <sup>rd</sup> quintile	Good
School F	Highest	4 <sup>th</sup> quintile	3 <sup>rd</sup> quintile	Highest	Lowest	2 <sup>nd</sup> quintile	Good
School G	Highest	2 <sup>nd</sup> quintile	4 <sup>th</sup> quintile	3 <sup>rd</sup> quintile	3 <sup>rd</sup> quintile	4 <sup>th</sup> quintile	Good
School H	2 <sup>nd</sup> quintile	2 <sup>nd</sup> quintile	Lowest	3 <sup>rd</sup> quintile	Lowest	Lowest	Requires improvement
School I	Highest	Lowest	4 <sup>th</sup> quintile	Highest	2 <sup>nd</sup> quintile	3 <sup>rd</sup> quintile	Good
School J	No data	No data	No data	No data	Lowest	3 <sup>rd</sup> quintile	Requires improvement

\* Based on 2014 data: <http://dashboard.ofsted.gov.uk/>

\*\* Quintiles operate in the following order (Highest, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, Lowest)

Interviewees were also asked to give a brief description of their school's context. Pupil intakes were described as being 'mixed nationalities', 'transient' and 'multicultural'. Three specifically mentioned having a high number of pupils with English as an additional language (EAL). Some interviewees also took the opportunity to describe their school's ethos, for example a number of interviewees mentioned that their school was 'values led' or had a focus on nurturing pupils; some also mentioned their pupils' good behaviour. This may give an insight into the types of schools that would be more likely to invest in the Jigsaw programme.

### Role of interviewee

All of the interviewees were PSHE Coordinators, and 9 of the 10 were the 'Jigsaw Champion' in the school. Seven teachers had more than 10 years teaching experience, one had between 6 and 10 years, one had been teaching for four years, and one for three years. Four teachers were teaching KS2, two were teaching KS1

and two were teaching a mix of key stages. A further two teachers did not at the time of the interview have their own class. Two interviewees also reported being part of the senior leadership team.

**Table 3 Characteristics of interviewees**

Interviewee Code	Year of purchase	PSHE coordinator	Jigsaw Champion	Years teaching Jigsaw	Years teaching	Year group currently teaching
<b>Interviewee A</b>	2015	Yes	Yes	First year	4 years	reception
<b>Interviewee B</b>	2013	Yes	No	Third	3 years	Year 1
<b>Interviewee C</b>	2013	Yes	Yes	Second year	10+	doesn't teach
<b>Interviewee D</b>	2015	Yes	Yes	First year	10+	Y5
<b>Interviewee E</b>	2014	Yes	Yes	First year	10+	Y5
<b>Interviewee F</b>	2013	Yes	Yes	Third	6 to 10	Y1 & Y2
<b>Interviewee G</b>	2013	Yes	Yes	Second year	10+	Y3 & Y5
<b>Interviewee H</b>	2013	Yes	Unknown	Second year	10+	Y5 & y6
<b>Interviewee I</b>	2014	Yes	Yes	First year	10+	Y1 -6
<b>Interviewee J</b>	2014	Yes	Yes	First year	10+	Y6

## Findings

This section of the report is organised thematically. Analysis of data from the telephone interviews and the surveys are at times presented together within this structure. The findings are grouped under six headings:

- Initial engagement with Jigsaw - how school staff became aware of and engaged with the Jigsaw programme
- Training - reporting on any training that was taken up
- Use of Jigsaw - the extent that teachers used the Jigsaw package
- Response to Jigsaw - teacher and pupil response to the Jigsaw materials and lessons
- Impacts - perceived impacts of Jigsaw on the school, teachers and pupils
- Issues raised and areas for improvement - issues raised regarding Jigsaw, and possible improvements to the programme.

### Initial engagement with Jigsaw

47 survey respondents had used a previous PSHE scheme prior to Jigsaw, most of these (n=44) had used SEAL (Social Emotional Aspects of Learning), with some teachers mentioning Rainbow SEAL. Additional schemes named were: PATHS, Folens textbook and Cambridgeshire's scheme. Finally, one respondent said they had used SEAL in conjunction with a self-written scheme and other government materials.

Word of mouth appeared to be the main way that teachers became aware of Jigsaw, either through their head teacher or other school staff. Other interviewees heard about Jigsaw from a conference, an academy show, and in one case the PSHE Association.

Jigsaw was usually purchased as a result of a joint decision between the interviewee (usually in their capacity as PSHE lead) and the head teacher. Individual reasons for purchasing Jigsaw were numerous. Half of the interviewees mentioned that their previous scheme (usually SEAL) had become outdated and that they were looking for a new approach. Jigsaw was seen as more contemporary and contextually relevant, making it well placed to meet the current needs of pupils. One teacher felt that Jigsaw would replace what had been a disordered programme previously:

*Before we took on Jigsaw, PSHE in my school was chaotic to say the least and inadequate to be honest. (Interviewee G)*

A further incentive mentioned by a number of interviewees was that Jigsaw appeared to be a clear, well organised and accessible programme of work which was 'ready resourced' and therefore would be easy to pick up and teach by any teacher, as one interviewee commented:

*There is very little room to go wrong really, as long as you are a skilled teacher you can deliver that. (Interviewee J)*

Three interviewees specifically mentioned the mindfulness element as a selling point of the programme, and some teachers talked about how they felt Jigsaw fit with the existing ethos of the school. A small number of teachers hoped the programme would help them to further concentrate on specific aspects of PSHE, such as social and emotional learning, pastoral care and British values. Additional reasons identified were: the programme offering value for money, being a whole school approach, the concept of Jigsaw (pieces in a puzzle) and the Jigsaw Friend.

## Training

Using survey and interview data, this section explores whether or not training was taken up by respondents, and where it was, the perceived usefulness of this training.

In total, 41% of survey respondents had either personally received training from a Jigsaw consultant, or said that a colleague had done so.

**Table 4 Face to face training received**

	Did you or anyone in your school receive any face-to-face training on using the Jigsaw programme by a Jigsaw consultant?
Yes	41%
No	38%
Don't Know	21%
Total N	189

40% of survey respondents had received electronic training materials.

A total of 6 of the 10 interviewees had received some form of training from Jan Lever Group. This ranged from a year-long programme with twilight training sessions once every half term, which two interviewees had taken up, to training in the form of a DVD, received by one respondent. Where staff had received face-to-face training, this was said to be useful to '*give a flavour of what Jigsaw was about and materials to enthuse other members of staff*'(Interviewee G).

One interviewee went on a training course prior to making the decision to purchase Jigsaw, and this was specifically in relation to the Sex and Relationships (Changing Me) puzzle. This was described as 'extremely useful'.

Of the teachers interviewed who had not received training, two had not realised it was available but felt that it would have been useful had they known:

*I had to try to get my head around the entire programme and then deliver it to the staff. But it would have been a lot better to have somebody here that we had brought in to come and deliver it. (Interviewee I)*

Another teacher said their school would have liked training, but had too much going on at the time, and lastly one teacher stated that the programme is '*quite self-explanatory with the resources*' and therefore felt training was not needed.

## Use of Jigsaw

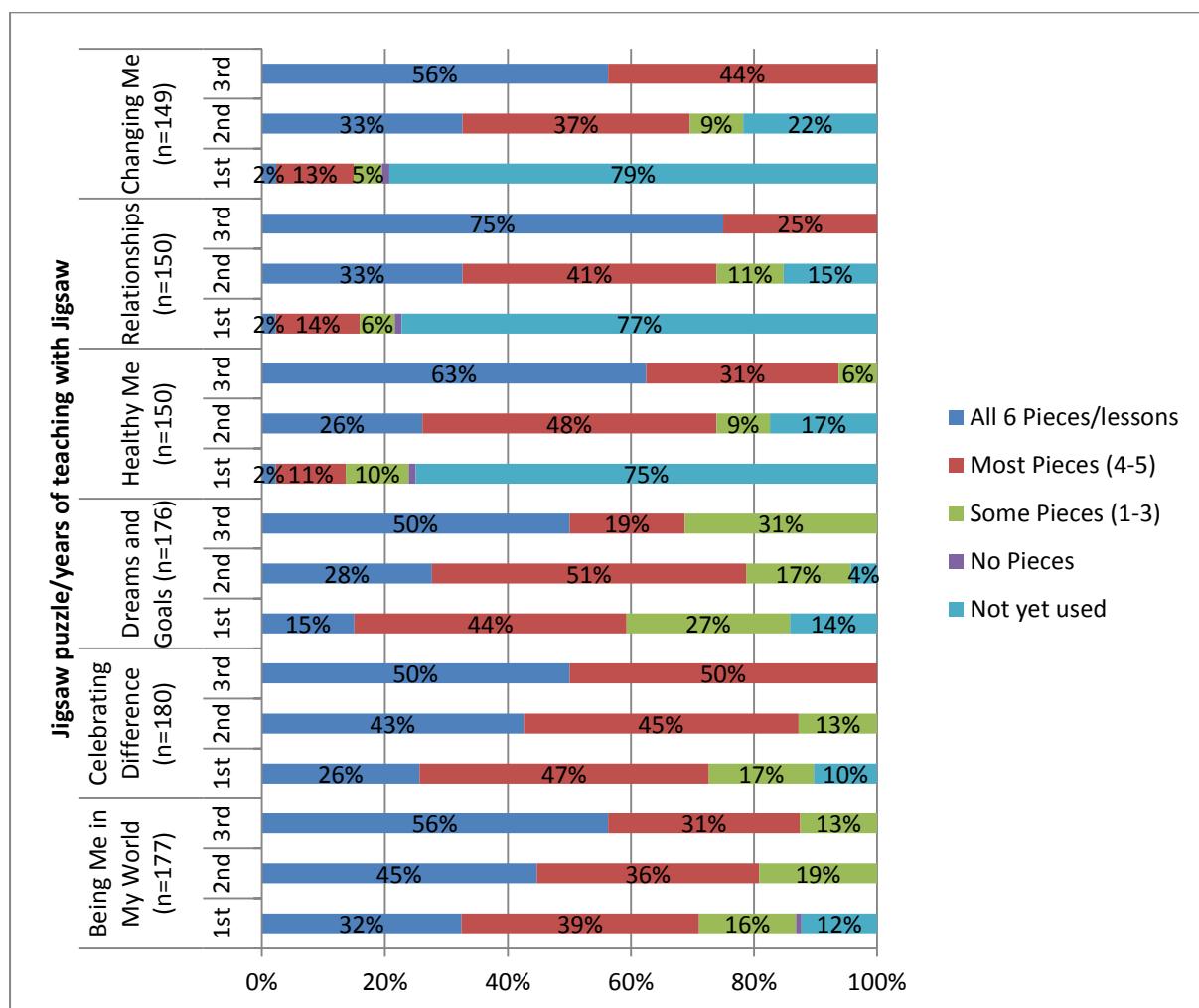
This section of analysis explores teachers' use of the Jigsaw programme, including the extent of use of the different aspects, and how closely teachers adhered to the lesson plans and suggested activities. This section draws on both survey and interview data.

The survey asked teachers about the extent to which they used modules (puzzles) and lessons (pieces) of the Jigsaw programme within their school. As illustrated in Chart 1 (above), the majority of respondents (nearly two-thirds) were only in their first year of using Jigsaw by the time the survey was disseminated (January 2016). Given that the programme of puzzles runs sequentially from September to July, it was decided to run this analysis by year of use in order to display how much of each puzzle participants had used depending on when they started teaching Jigsaw.

As Chart 2 below shows, all the pieces appear to be well used by those respondents who have been teaching with Jigsaw for two or three years. The majority of respondents had used either all or most pieces for each of the puzzles in year two and three. For respondents in their third year of using Jigsaw, 100% had used either all or most pieces for Changing Me, Relationships, and Celebrating Difference.

For those respondents in their first year, Celebrating Difference was the most well used, with 73% of respondents using either all or most lessons in this puzzle. The three puzzles scheduled for the second half of the school year (Healthy Me, Relationships and Changing Me) were far less likely to have been accessed by those participants who had not completed a year of usage by the time of the survey.

**Chart 2 Extent of use of pieces and puzzles**



An additional series of questions on the use of Jigsaw were asked in the survey. The responses are presented in Table 5 below. Only valid responses are presented. The percentages are for rows, and the number in the right-hand column is the total number who answered each question.

While less than 6% of teachers said that they *always* followed lesson plans exactly, 40% did so *often*, which was the most frequently occurring answer to this question. Only 3% *never* followed the lesson plans exactly.

Overall, 17% reported that they *always* adapted activities within lessons, with 39% stating that they did this *often*. No respondents claimed to *never* adapt lesson content. Use of additional resources was less common, with 16% using supplementary material *often* and 27% doing so *rarely*, although almost half of respondents said that they did this *sometimes*. Calm Me time was used *always* by 41% of the sample, with 23% using it *often* and a further 24% *sometimes*.

The Jigsaw Journal and Jigsaw learning record appeared to be used less regularly, with 33% stating that the journal was *never* used and 44% stating the learning record was *never* used.

In total, 41% of respondents said they *always* hold a launch assembly for each puzzle, compared to 25% who answered that they *never* do. Jigsaw celebrations on the other hand were held less frequently, with only 13% always holding one, while 44% *never* do. Even less common was participation in Puzzle outcomes, with only 2% *always* taking part, compared to 44% *never* taking part.

**Table 5 How Jigsaw is used in the school**

	Always	Often	Sometimes	Rarely	Never	N
I follow the lesson plans exactly	5%	47%	34%	12%	2%	173
I adapt the activities within a lesson	14%	39%	40%	6%	0%	174
I supplement lessons with additional resources	6%	16%	44%	29%	5%	173
I use the Calm Me time in the lessons	43%	24%	23%	8%	2%	173
My pupils use the Jigsaw Journal to record their work and reflections	12%	21%	20%	14%	34%	161
I use the assessment tasks at the end of the Puzzle	13%	16%	27%	24%	21%	165
My pupils and I use the 'My Jigsaw learning record'	4%	9%	17%	27%	43%	162
My school holds a Jigsaw launch assembly for each Puzzle	43%	16%	11%	7%	23%	165
My school holds a Jigsaw Celebration for each Puzzle	17%	12%	18%	13%	41%	158
My school takes part in the Puzzle outcome/end product	5%	15%	26%	13%	41%	152

When asked about whether Jigsaw was their sole PSHE curriculum, most interviewees answered that it was, with the exception of bringing in external speakers on, for example, safety, such as the police and fire service, or other community groups who '*enrich what Jigsaw does*'. Many teachers however talked about adapting the lessons. The main reason for this was that it was felt there was often more content to fit into a lesson than the allotted time allowed. Other teachers talked about constrictions with time and space meaning they had to tailor, or pick and choose certain parts of a lesson to include.

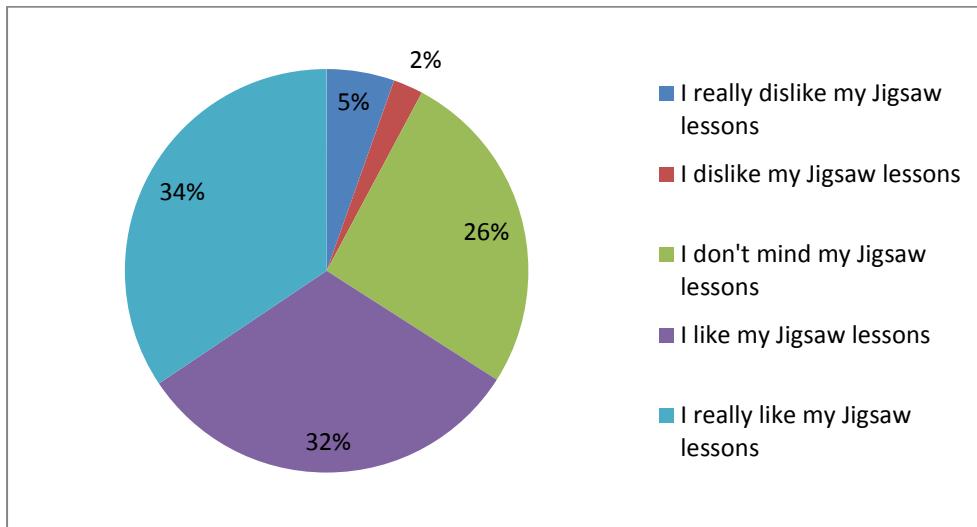
Similarly to the survey results, the extent to which interviewees used the entire Jigsaw package differed greatly, for example some teachers talked about using the journals, whilst others said they did not, and this was similar across many aspects such as assemblies. However teachers felt that they were using the programme in the way that fit with their schools particular needs. The one puzzle that was highlighted as being slightly contentious and that teachers were less likely to engage with fully was Changing Me. Interviewees reported that some teachers felt uncomfortable or unconfident with some of the content and therefore missed out some aspects, or in one case had an external company come in to teach this aspect.

## Response to Jigsaw

Drawing on the teacher and pupil surveys, this section explores teachers and pupils' responses to using the Jigsaw materials.

Looking firstly at the pupil survey, pupil feedback on Jigsaw was positive overall. A total of 66% of pupils *like* or *really like* their Jigsaw lessons.

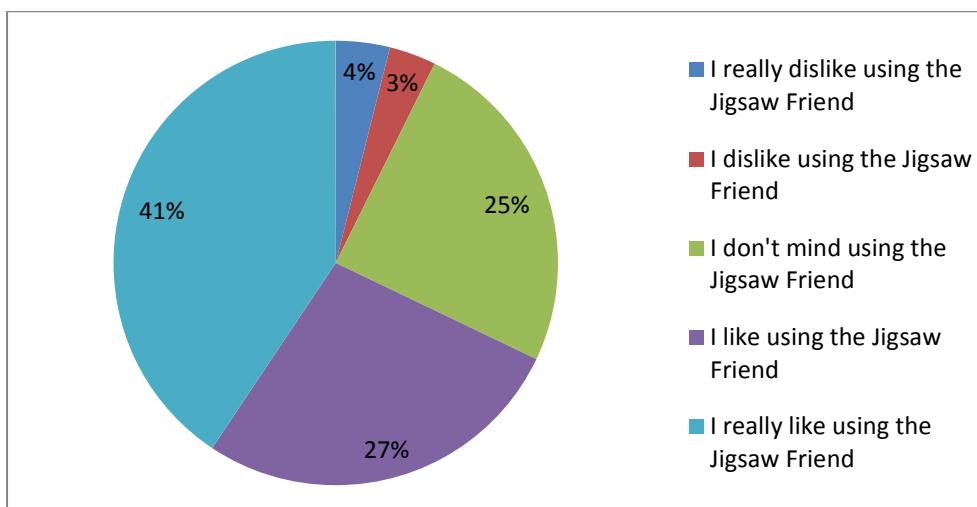
**Chart 3 Pupils like/dislike of Jigsaw lessons (%)**



N = 793

The Jigsaw Friends were received favourably by pupils. In total, over two-thirds *like* or *really like* the Jigsaw Friend. Around one quarter (25%) said they *don't mind it*, and only a small number of pupils *dislike* (3%) or *really dislike* (4%) the Jigsaw Friend.

**Chart 4 Pupils like/dislike of the Jigsaw Friend (%)**



N = 763

Calm Me time was viewed very positively by pupils (see Table 6 below) with 68% of pupils answering either *agree* or *strongly agree* that they are glad they have Calm Me time and 69% agreeing or strongly agreeing that Calm Me time makes them feel relaxed.

**Table 6 Pupils feelings about Calm Me time**

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Total
Calm Me time makes me feel relaxed	30%	39%	18%	7%	6%	761
Calm Me time is boring	5%	9%	20%	31%	34%	736
I tend to feel ready to learn after Calm Me time	32%	32%	21%	9%	6%	735
I am glad we have Calm Me time	34%	34%	20%	7%	5%	736
I like it when my teacher uses the Chime	37%	29%	21%	6%	8%	737

Teachers were asked whether their previous scheme of work in PSHE was a bought-in comprehensive scheme (similar to Jigsaw). Of those respondents who answered the question (167 of 193) 29% said that it was bought-in. As stated previously, open comments from the survey reveal that the previous scheme most often used by those who commented was SEAL which is a free government initiative.

**Table 7 Previous scheme of work in PSHE**

	Was your main previous scheme of PSHE work a bought-in comprehensive scheme of work?
Yes	29%
No	71%
Total	167

A range of questions were then asked comparing Jigsaw with the previous scheme used (whether bought-in or not). Row percentages are presented in Table 8 below.

Jigsaw compared favourably with the previous schemes across all comparison questions, for example 23% *strongly agree* that Jigsaw offers value for money, whereas only 4% said this about their previous PSHE programme. Over 95% of teachers *agreed* or *strongly agreed* that Jigsaw was comprehensive; for the previous provision, this was just one quarter.

Over 90% of respondents agreed or strongly agreed that Jigsaw was easy to use, compared to 36% who said the same of their previous scheme. Similarly, over 90% said that they felt confident in teaching PSHE since using Jigsaw, and 90% said they value the subject since using Jigsaw. Overall, 70% *agreed* or *strongly agreed* that Jigsaw has helped to effectively assess pupil progress, compared to only 16% who said this about the previous scheme. However, it is necessary to note that a high proportion of respondents answered *neither agree or disagree* or *don't know* in relation to questions about the previous scheme. This could be for a number of reasons, for example respondents may not have previously had a standalone PSHE scheme, but rather used resources created in-house, or from government websites, the PSHE Association and other agencies. They may have therefore felt unable to make comparisons with the Jigsaw programme. Furthermore around a fifth of

respondents were in their first or second year of teaching and therefore may have only taught PSHE using Jigsaw.

**Table 8 Comparison of previous PSHE scheme of work with Jigsaw**

		Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Total N
The programme offers value for money	Jigsaw	23%	48%	13%	1%	0%	15%	170
	Previous	4%	17%	45%	6%	2%	28%	164
The programme is comprehensive	Jigsaw	44%	52%	2%	2%	0%	1%	171
	Previous	3%	23%	38%	17%	1%	19%	162
The programme is easy to use	Jigsaw	42%	50%	4%	5%	0%	0%	171
	Previous	6%	30%	34%	11%	1%	18%	160
I enjoy teaching PSHE using the programme	Jigsaw	50%	44%	4%	2%	1%	0%	171
	Previous	4%	27%	39%	11%	3%	17%	162
I feel confident in teaching PSHE using the programme	Jigsaw	49%	44%	6%	1%	0%	0%	168
	Previous	7%	34%	35%	9%	1%	14%	161
I value PSHE since using	Jigsaw	47%	43%	8%	1%	1%	1%	170
	Previous	23%	37%	22%	4%	0%	14%	160
I am able to effectively assess my pupils progress in PSHE using	Jigsaw	20%	49%	22%	4%	1%	4%	170
	Previous	1%	15%	40%	23%	4%	18%	162

Within the survey, respondents were asked to offer comments in response to Jigsaw. A large number of respondents said it was easy to follow, well thought out and well structured. The programme was said to be a full and comprehensive programme with coverage of issues across PSHE. Teachers appreciated having everything they needed in one pack, meaning they would save time usually spent looking for additional resources:

*It has been great to have the folders with overviews and assembly plans in - a super help in my busy life, and good to know I am covering all aspects, as Jigsaw has done the prior planning and thinking for me. (Survey respondent)*

In particular, Jigsaw was praised for covering British values and having a good Sex and Relationships Education element. This was mentioned as being positive evidence for Ofsted. A number of teachers commented that the programme offers good value for money; this was even said by some who mentioned that they had initially thought the programme to be expensive. There were some teachers who felt that Jigsaw had increased the profile and even time spent on PSHE across the school:

*The response has been really positive and has raised the teaching and learning standards for us. As a school, PSHE is now being taught weekly and is being integrated through the curriculum. (Survey respondent)*

*We as a school have made the decision that it is important that it is the class teacher who teaches PSHE, due to their relationship with their class and the sensitive nature of many subjects covered. This is a move away from PSHE often being given to whoever was covering a class, and recognition by us as a school as to the importance of PSHE. (Survey respondent)*

Teachers also commented about their pupils' response to the Jigsaw lessons. Pupils were said to be more engaged in their PSHE lessons, and enjoying them. The word 'excited' was used by a number of respondents to describe pupils' enthusiasm towards Jigsaw lessons. Teachers felt that pupils saw lessons as fun and looked forward to them. Other general comments on pupil engagement, sometimes specifically in relation to the Calm Me time, were that pupils were relaxed, focussed and calm. Some teachers said their pupils appeared open to sharing and discussing sometimes difficult issues, feeling that they were in a safe environment to do so.

Teachers also said that their pupils really enjoyed knowing that they (as a school) had the same focus and were working towards a common goal:

*Pupils enjoy whole school approaches, so it has been a good way of bringing all the school together i.e. we all know about Jigsaw, and children will constantly report to me in the corridors "we have done Jigsaw again." They are happy to share a common programme. (Survey respondent)*

## **Impacts**

Here we describe the perceived impacts of the Jigsaw programme using data drawn from the teacher and pupil surveys and the telephone interviews. Impacts are broken down into those relating to the school, to teachers and to pupils.

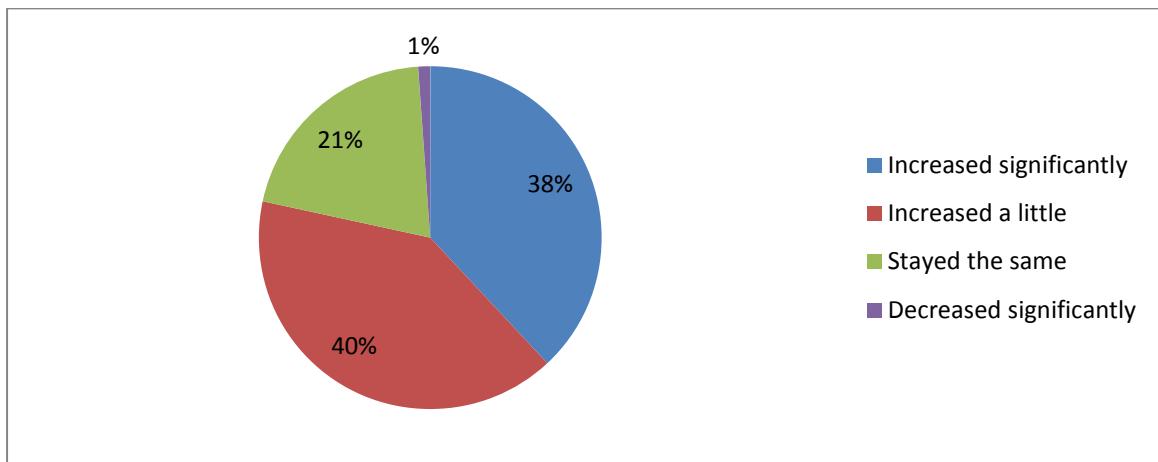
### **Impacts on the School**

First, analysis is presented on how the Jigsaw programme is perceived to have impacted on the school as a whole.

## Time spent on PSHE

There is evidence from the teacher survey that the time schools spend teaching PSHE has increased since the introduction of Jigsaw. In total 78% reported a significant increase or a little increase in time devoted to PSHE teaching.

**Chart 5 Amount of time dedicated to teaching PSHE since using Jigsaw**



N = 175

School impacts cited by interviewees also related to the ways in which using Jigsaw had raised the profile of, and time spent on PSHE. Teachers generally felt that using Jigsaw had raised the status of PSHE in their school for a number of reasons, primarily by increasing the time spent on the subject, which in one school was previously only taught '*as and when*' and '*didn't have any focus*'. The structured organisation of the Jigsaw programme was often cited as a reason for teachers across the school now spending more time on PSHE, owing to the materials being easy to use and negating the need for in-depth planning by teachers:

*The fact that we have a structure we can stick to more easily... my impression is that staff would put PSHE aside whenever they were stretched for time, now it is timetabled in. Using Jigsaw has at least doubled [the time spent on PSHE].* (Interviewee G)

*The teachers know that they're monitored now on the PSHE lessons... They're giving it the time because they've got most of the planning in front of them. Before, if you don't have a programme to follow, it's hard to think of all the things to plan and it takes a lot of time. So if you're not careful it gets pushed out because there is a lot of planning for maths and science and English and if you're not careful PSHE gets put to the bottom.* (Interviewee I)

Another key factor mentioned was a feeling of unity in working on Jigsaw as a whole school, meaning there was '*more parity amongst the year groups*', as classes across the school are working on the same units and aiming towards a shared end-goal:

*The fact that it is a Jigsaw is good because it means we're all working together to get the same picture.* (Interviewee I)

*It's raised the profile of PSHE amongst all teachers. Whilst it was highly important to me, it was very often a subject along with RE that people thought, if we hadn't had time this week PSHE will have to go... Because our Jigsaw scrolls are across school, we're all looking at these skills across school in the hall, in the playground, in our classes... It means that you need to be doing it, whether or not you do believe it's important...because as a school it is important.* (Interviewee J)

### School ethos and culture

When asked whether using Jigsaw affected the ethos of the school, interviewees tended to say that the school already had a positive ethos, and in fact this was frequently pointed to as one of the reasons for purchasing the Jigsaw programme. However, interviewees felt that Jigsaw fitted well with their schools' existing ethos and further 'enriched' it. One interviewee felt that the presence of the Jigsaw materials, resources and Jigsaw Friends helped enhance the whole school ethos:

*They all are very aware of what it is, how it fits into our wider school ethos. Anywhere you go in our school there are Jigsaw characters. There's our big Jigsaw hall display. I've given it a high profile and they respect it... Across school it has a massive impact and it's widely respected amongst all our staff, all our children.* (Interviewee J)

This finding is further evidenced through the survey results, where 80% of teachers surveyed agreed or strongly agreed that Jigsaw had impacted positively on their school's ethos and culture.

**Table 9 Impact of Jigsaw on school ethos and culture**

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Total N
Jigsaw has impacted positively on the school's ethos and culture	19%	61%	20%	1%	161

### Ofsted Outcomes

The survey shows favourable results related to how Jigsaw is thought to affect Ofsted outcomes in the school (see Tables 10 and 11 below).

**Table 10 Contribution of Jigsaw to Ofsted outcomes**

	The Jigsaw programme contributes to: (Please tick all that apply)
Ofsted SMSC outcomes within the school	67%
Ofsted Safeguarding outcomes within the school	60%
Ofsted Personal development, behaviour and welfare outcomes	70%
Total N	195

As respondents could tick more than one answer in Table 10, further analysis was run to see how many statements each respondent ticked. Table 11 shows that over half of respondents ticked all three of the statements relating to Ofsted outcomes.

**Table 11 Contribution of Jigsaw to Ofsted outcomes**

	Number of Ofsted statements ticked by respondents
1	9%
2	13%
3	54%
Total N	147

Interviewees were asked if they felt Jigsaw affected Ofsted outcomes. For those who had recently been inspected, they were confident that Jigsaw had played a part in their school gaining a desired outcome:

*Yes, our behaviour and welfare and wellbeing for our school is deemed as good to outstanding. (Interviewee H)*

*We recently went through our Ofsted, I think it's paramount really to a lot of things... Obviously SMSC and the fundamental British values are really high profile and me being that lead, as well – I found it really useful. (Interviewee A)*

One interviewee was interviewed by an Ofsted inspector, and although the school had not started to use the materials at that point, was able to discuss the issues that would be covered, which were of keen interest to Ofsted:

*He asked me all about Jigsaw and he spent about 20 minutes after that, following on from interviewing me, looking online at Jigsaw and looking at my example Year 4 folder that I gave him as well. And it ticked all the boxes. I know that for a fact. (Interviewee A)*

For those interviewees who had not had an Ofsted inspection since beginning to use Jigsaw, answers could only be speculative, nevertheless they were confident that Jigsaw would have an impact:

*I would think so yes. I couldn't categorically say, but I would think it would contribute to safeguarding, because of the things that are covered. (Interviewee B)*

*I do think it will affect them because we have got PSHE in place. Having the Jigsaw underpinning it is a good way to show that you are doing this stuff. (Interviewee G)*

## **Teacher Impacts**

This section looks at how teachers feel using Jigsaw has impacted upon themselves and their relationship with the pupils in their class.

### **Confidence**

Teachers interviewed felt that using Jigsaw had impacted upon them in two main ways; firstly in increasing their confidence to teach PSHE, and secondly teachers felt that teaching Jigsaw had brought them closer to their class. A number of teachers mentioned an increase in confidence for themselves and other teachers in their school due to the Jigsaw materials being well laid out and enjoyable to teach. Confidence was discussed principally in relation to areas of PSHE which might historically have been viewed as contentious and difficult to teach:

*It has improved my PSHE teaching and it inspired me to spread it around the school a little bit more. I often talk to other staff about their lessons and offer them support when they are tackling the more sensitive issues... So it has empowered me to be more confident and these children need to hear about that, and not to shy away from it and pretend it doesn't happen. (Interviewee F)*

*...Teachers and practitioners feel a lot more confident in delivering it...I think there was the worry of, oh well if I'm doing PSHE and it's something that's a trickier topic, how far do I go into it? I think teachers weren't very confident in the subject knowledge and pedagogy of the teaching around it. Now, with the Jigsaw scheme it's all there for you. They feel much more enthused to deliver PSHE, and the children are a lot more engaged. So I think it's just become, on the whole, a lot more positive learning experience for both. (Interviewee A)*

### **Relationship with class**

Whilst some teachers alluded to the idea that Jigsaw had helped their relationship with their class grow stronger, for example stating that they had seen a '*different side to their children*', a number of teachers explicitly said this:

*I believe that you become closer, the teacher-student relationship. Because when things happen in your life, and things have happened in my life that I've had to deal with, Jigsaw has helped me get through, the children know that you're a human being. (Interviewee H)*

*It made me relate more to my class. (Interviewee F)*

In addition 80% of teachers surveyed agree or strongly agree that Jigsaw positively affects their relationship with their class as shown below in Table 12.

**Table 12 Effects of Jigsaw on teachers' relationship with their class**

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total N
Using Jigsaw positively affects the relationship I have with my class	28%	52%	18%	2%	0%	164

In the survey teachers were asked to comment specifically on how using Jigsaw had impacted on their relationship with their class. Teachers talked about having a greater insight into their pupils' thoughts, describing how Jigsaw had helped them to get to know their pupils in a different way:

*The Jigsaw programme has helped me to get to know individuals more as there are opportunities for them to say how they feel and have the freedom to speak openly to the class. (Survey respondent)*

*Jigsaw has become a PSHE resource that provides a common language and familiar routines that all my students can participate in, this helps us to communicate and share our experiences and ideas more readily. (Survey respondent)*

Some teachers felt that the use of the Jigsaw Friend was a good facilitator to this:

*The children really appreciate the Calm Me sessions and love using [Jigsaw] Jez (Jigsaw Friend) to talk through; he has really brought some children out of their shells. (Survey respondent)*

### Mindfulness

The survey data shows that awareness of mindfulness appears to have improved among those using Jigsaw. In total, 19% said they would *strongly agree* that they were aware of the concept prior to using Jigsaw, and this rose to 31% since using it.

**Table 13 Teacher awareness and use of Mindfulness techniques prior to and after using Jigsaw**

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total N
Prior to using the Jigsaw programme I was aware of the concept of mindfulness	19%	50%	10%	21%	1%	165
Since using the Jigsaw programme my awareness of mindfulness has increased	31%	49%	14%	6%	0%	164
Since using the Jigsaw programme I use mindfulness techniques myself	14%	33%	34%	17%	2%	164

One teacher interviewed talked about how staff in the school had been using the mindfulness techniques (learnt through teaching Jigsaw) at home.

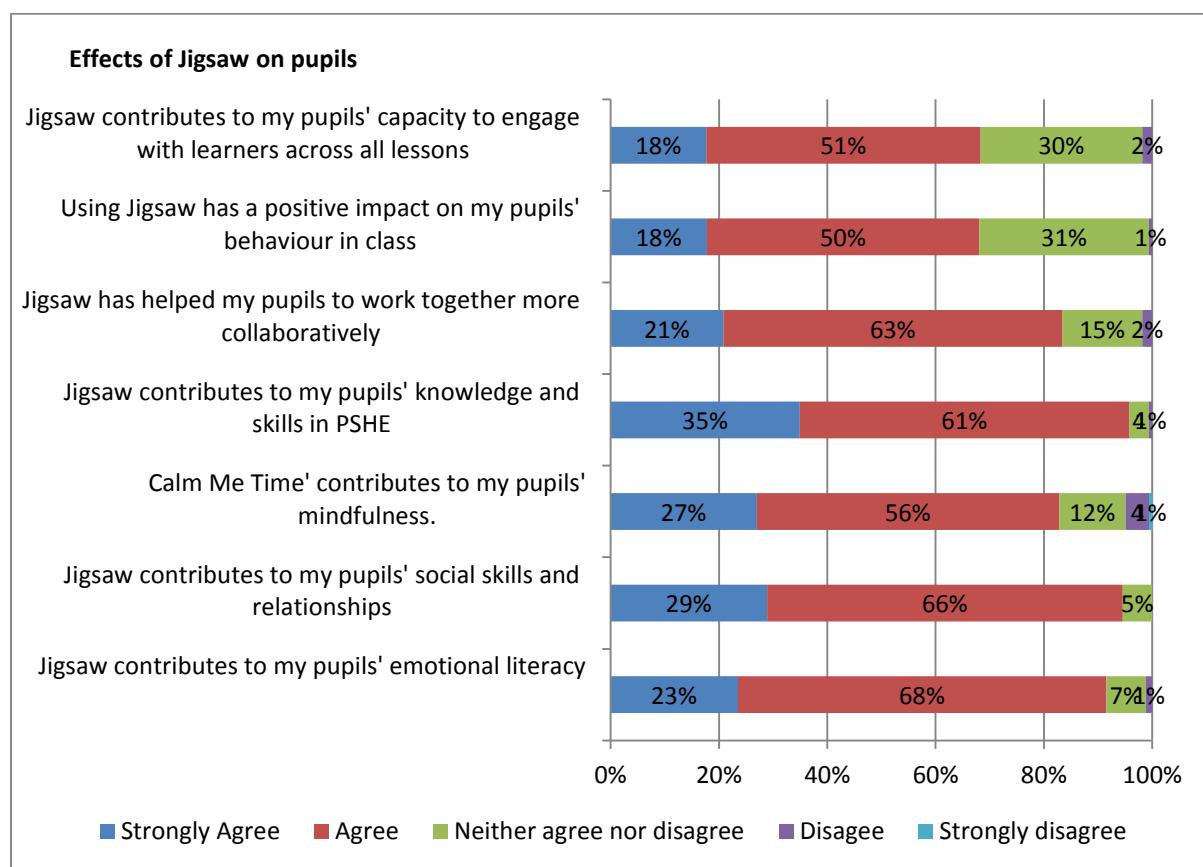
### Pupil Impacts

The last impact section looks at the perceived impacts that Jigsaw has on pupils within schools using the programme. This section focuses primarily on how Jigsaw

has affected pupils' emotional literacy, through presentation of the emotional literacy measure scores used in the pupil survey, and teachers' perception of changes in their pupils' emotional literacy.

Within the survey, teachers were asked a series of questions about the effects they felt Jigsaw had on their pupils across a number of measures. This is presented in Chart 6 below. This provides an overall picture of teachers' perceptions of pupil outcomes, and shows very promising results. Some of the measures are looked at in more detail below, particularly emotional literacy. Nearly all (95%) of teachers agree or strongly agree that Jigsaw contributes to their pupils' knowledge and skills in PSHE. Over 90% of teachers agree or strongly agree that Jigsaw contributes to the emotional literacy of their pupils and that Jigsaw contributes to their pupils' social skills and relationships. Over 80% of teachers agree or strongly agree that Jigsaw contributes to their pupils' mindfulness and helps pupils to work collaboratively. Teachers also answered positively in relation to classroom behaviour and pupils' engagement with learners across all lessons.

**Chart 6 Teachers perceptions of effects of Jigsaw on pupils**



N= 163

#### Effect on knowledge and attainment

Over half of survey respondents agree or strongly agree that Jigsaw contributes toward improved pupil attainment, although 42% neither agree nor disagree. While 35% of respondents agree or strongly agree that Jigsaw impacts positively on

academic standards, over 60% *neither agree nor disagree* with this. Reasons for the lower agreement levels here may be due to pupils not having taken SATs tests or other assessments, and therefore teachers feeling unable to answer with certainty.

**Table 14 Teachers perception of the effect of Jigsaw on attainment and academic standards**

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Total N
Jigsaw contributes towards improvements in my pupils' attainment	12%	41%	42%	5%	163
Jigsaw has impacted positively on academic standards within the school	6%	29%	62%	3%	157

Teachers interviewed talked about the contribution to knowledge that the Jigsaw materials made, for example one PSHE lead who taught in reception felt that using Jigsaw impacted on pupils' PSHE knowledge due to the resources providing 'a high degree of information'. They also thought that the programme of study matched the outcomes which are assessed against in the Early Years curriculum:

*It provides me with a lot of evidence for linking up to our curriculum... Obviously at this time of year when we're looking at end-of-year judgments, a lot of the feedback throughout the lesson I make notes on and it goes towards those end-of-year judgments, which is really useful.* (Interviewee A)

In addition Jigsaw resources were said to effectively teach 'life skills' to pupils through use of the materials. Lastly, the resources were said to be inclusive for all pupils, for example the many pictorial representations were particularly praised for benefitting both visual learners and pupils with EAL. Pupils with lower previous attainment were said to be able to contribute to lessons in a way that they may struggle to do in other lessons due to the style of the Jigsaw lessons.

### Emotional Literacy

The ways in which Jigsaw may impact on pupils' emotional literacy is of particular interest as this was a research question in this study (RQ2). In the following table, we present the proportion of pupils who scored within certain ranges on the emotional literacy scale. Based on the guidance provided by GL Assessment, half of pupils should attain scores categorised as *average*, with a further 15% *below* or *above average*, and 10% *well above* and *well below average*.

The pupils taking part in the Jigsaw survey are more likely to be in the *above average* and the *well above average* (36% of the sample) categories than would be expected given the percentages in each group from the standardisation sample, where a total of 25% score within this range.

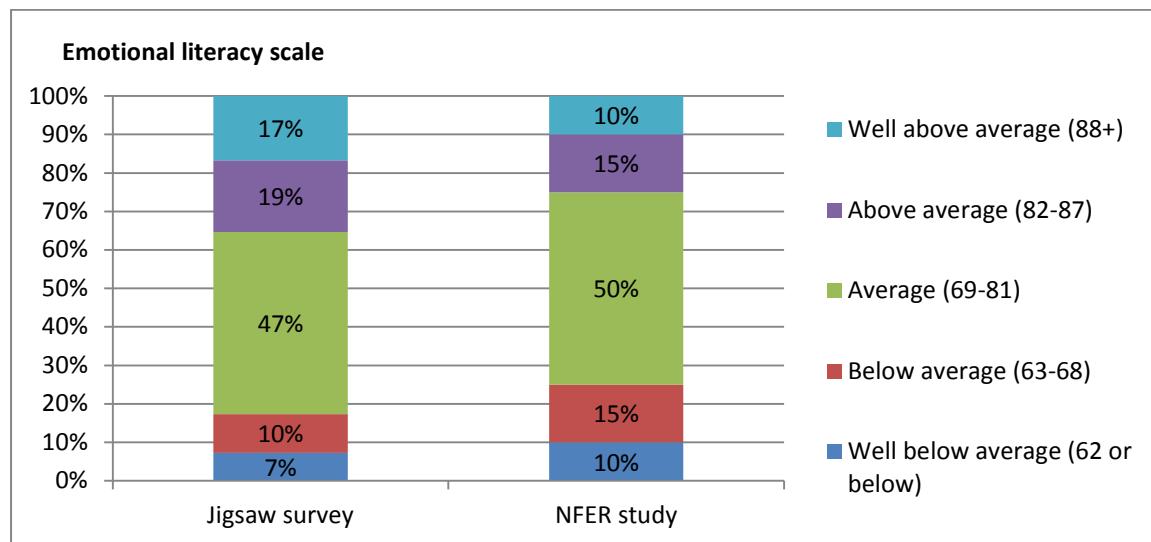
Taking into consideration the limitations of the measure outlined in the methodology section of this report, one might reasonably argue that it is encouraging to see that pupils who have been exposed to the Jigsaw programme display levels of emotional

literacy above expectations, provided that one accepts that other potentially important factors have not been controlled for.

**Table 15 Pupils emotional literacy scale scores**

Emotional literacy scale	Jigsaw survey	Standardisation sample
<b>Well below average (62 or below)</b>	7%	10%
<b>Below average (63-68)</b>	10%	15%
<b>Average (69-81)</b>	47%	50%
<b>Above average (82-87)</b>	19%	15%
<b>Well above average (88+)</b>	17%	10%
<b>Cronbach's Alpha (25 questionnaire items)</b>	0.796	0.760
<b>N</b>	757	732

**Chart 7 Pupils emotional literacy scale scores**



Teachers interviewed were specifically asked about emotional literacy in relation to pupil impacts. Teachers firstly felt that emotional literacy was important in order for pupils to be well positioned to learn:

*If they're not emotionally mature and not emotionally grounded, then they don't have the things in place to be able to build on that to then learn. So I think that Jigsaw provides a really good framework for providing that emotional literacy. (Interviewee A)*

It was felt by those teachers interviewed that emotional literacy was developing in their pupils in a number of ways, which they felt was evident through changes in their pupils' behaviour. Some teachers discussed how pupils had become more equipped to deal with their anger and with stressful situations:

*We have seen a difference in a group of Y5 boys who are more able to let go of the argument they had in football and come into the classroom in a more composed manner. (Interviewee G)*

*There have been one or two children that have had particularly hard years personally at home and [Jigsaw] has helped. We've not had a playground problem, but having a problem with anger management, it has been quite good to reference the breathing. (Interviewee D)*

Other teachers had observed an increase in empathy, pupils being more aware of difference, and being able to respect difference in one another:

*I have seen a massive improvement in children's social skills with one another. Not only that, their empathy, being very empathetic. (Interviewee H)*

*We were talking about differences in people and that girls can like blue.... They found that really fascinating. They didn't even consider that before, that that was OK, because they're so set with their gender stereotypes. So just bringing up things like that is opening their minds to the fact that it's fine, because no one generally says it. (Interviewee F)*

Calm Me time was discussed as a key tool for helping children to develop their emotional literacy and mindfulness:

*They love it... Not just in Jigsaw time, but they have reported that they do it at home... Our 'hot-headed' Year 6 children I suppose you might say, they'll say to me; "yes I'm going to stop and think about it. I'm going to be here, now, in the present moment. I'm just going to focus on my breathing." (Interviewee J)*

The PSHE lead in this school felt that the pupils using these techniques had '*massively affected attainment*' based on their personal observations during SATS testing:

*I saw my kids stopping and going "ok I'm stuck on a problem but actually I'm not going to beat myself up about it, I'm just going to take a minute, I'm going to focus on my breathing, I'm going to relax and then I'm going to come back to it". So it's most evident in the way that they... their resilience. (Interviewee J)*

Pupils were said to feel free to talk openly about potentially sensitive issues, knowing they were in a safe environment to do so:

*They feel more able to talk about the kind of issues that are addressed in the Jigsaw materials in a non-threatening way (Interviewee G)*

Pupils' having the opportunity to express themselves in this way was an almost novel idea for some teachers who reflected on the lack of opportunities in the curriculum for this to happen:

*I think teachers find that they really relish loads of opportunities to allow the children to talk...I personally think you can learn a lot about the children in your class in those sorts of situations. That time is valuable outside the rest of quite a pressurised curriculum. So they value that time because it is different and distinctive.* (Interviewee C)

This was said to be valuable particularly for those pupils less confident in writing skills, but for all pupils in building self-esteem, confidence and oracy skills, and in one school actually led to pupils raising potential child welfare issues:

*[We were learning] about inappropriate touch, touch that they like and touch that they don't. And that actually did get a couple of disclosures, without us even having to talk about abuse...They were disclosing things. So it opens up their mind that actually; I'm a person that can say I don't like something - when they might not have had that voice otherwise.* (Interviewee F)

In the survey open comment section, teachers referred to emotional literacy in a number of ways, with some teachers directly saying that this had developed in pupils:

*The children are much more aware of their emotions, what influences their emotions, and how to deal with different emotions, thanks to Jigsaw. For children that can display anger and frustration in lessons across the curriculum, Jigsaw has given them ideas and techniques to help them calm themselves in order to learn and achieve.* (Survey respondent)

Other teachers reflected on particular aspects that they felt had changed positively, for example pupils having more thought for others, being more understanding and accepting of difference. There were some comments about pupils valuing and respecting their peers:

*I can see that the children are aware of similarities and differences between themselves and others and how they treat others with respect and tolerance regardless of their differences.* (Survey respondent)

Some teachers said that pupils were working together well and one teacher felt there had been a substantial difference in pupil behaviour since the school started using the programme:

*Since using Jigsaw there has been a marked improvement in behaviour.*  
(Survey respondent)

A number of teachers talked about pupils enjoying learning about mindfulness, and one teacher described how some children had put this learning into action:

*Older children are using mindfulness to help themselves calm down in other situations. (Survey respondent)*

Other teachers described how their pupils were beginning to use techniques they have learned in Jigsaw in other lessons and other parts of the school day including breaks and lunchtime.

### Measuring pupil impacts

Teachers were asked if they were able to evidence any of the pupil impacts that they had discussed. As might be expected, given the types of impacts that are reported on (such as behaviour changes and use of mindfulness techniques), these were said to be somewhat difficult to measure. PSHE has historically often not been assessed in the same way as other subjects<sup>1314</sup>, and one interviewee described how this was sometimes intentional. In this case, although the teacher used the Jigsaw journal with pupils, this was used to record issues/topics that pupils wanted to discuss rather than to record progress, as Jigsaw time was seen to be distinct from other lessons:

*PSHE is for me, quite a personal thing and I don't like to put pressure on my children to record all the time, as an academy school there is a massive pressure to record all the time. (Interviewee J)*

Another teacher talked about the difficulty in assessing attainment in Jigsaw:

*You're going to get a different answer for every child, and then I have 60 books to mark at the end of the day, it's a challenge. (Interviewee H)*

However this teacher felt that knowing the pupils and their level of work meant that she was able to make a positive judgement on learning:

*What I've seen for their goals that have been set, yes all the children are achieving extremely well...what I'm expecting to see in their level of learning, yes they know more about these units. (Interviewee H)*

For some teachers it was said to be too early to assess any impacts, but one teacher at the time of interview had completed an emotional literacy audit at the beginning of term, and intended to repeat this after pupils have completed a year of Jigsaw learning.

### Issues raised and areas for improvements

Although any negative comments from the survey open comments and/or telephone interviewees were far outweighed by those praising the Jigsaw programme, there were some specific criticisms and suggestions for improvement. These broadly fit under the following categories.

- *Simplification and streamlining of resources*

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<sup>13</sup> Formby, E., Coldwell, M., Stiell, B., Demack, S., Stevens, A., Shipton, L., Wolstenholme, C., and Willis, B. (2011) Personal, social, health and economic (PSHE) education: a mapping study of the prevalent models of delivery and their effectiveness. DfE.

<sup>14</sup> Formby, E., and Wolstenholme, C. (2012) If there's going to be a subject that you don't have to do ...'Findings from a mapping study of PSHE education in English secondary schools. *Pastoral care in education: an international journal of personal, social and emotional development*, 30 (1), 5-18

There was frequent feedback that there was too much material and that content could be 'too wordy'. Although having such detailed lesson plans was appreciated by many, some felt that they were unable to fit all the content into a lesson and therefore had to condense or adapt materials which took time, and meant that some aspects to every lesson were missed:

*I really enjoy the Jigsaw programme, however, the lessons planned take far too long and as most of our lessons are an hour long, we just can't fit it all in. Therefore the Calm Me time and the songs unfortunately just aren't used.*  
(Survey respondent)

Certain respondents hinted at feeling slightly overwhelmed by the volume of content and stated lesson preparation could be deceptively time consuming as they had to set aside time in advance to get a clear sense of what they needed to action during a given lesson:

*Sometimes the lesson plans are very wordy, and time-stuck teachers in a hurry find it difficult to see exactly what is coming out of a lesson when they first read it through, it takes more preparation than we think when we first look at it...sometimes they have to look through everything to see which bits they need to action* (Interviewee G)

Some respondents therefore required a way of streamlining the content and making the really salient learning objectives more visible and upfront for each lesson to avoid key messages being buried within the detail. One teacher advised that it would be helpful to have suggested time expectations for components of the lesson to assist teachers to plan aspects into the time available.

An alternative suggestion was for Jigsaw to make it clearer to teachers that they '*can pick and choose what they want, rather than feel like they've not done it properly, because they haven't covered it all*'. (Interviewee I)

One exception to the general trend outlined of having too much material was raised by one interviewee who requested that different versions of the whole school assembly launch plans be made available to keep them engaging year on year. Although additional versions of assembly materials are available online, this does raise an issue about certain teachers not being aware of the full offer available via the Jigsaw website particularly regarding updated multiple/updated versions of resources etc.

- *More realistic final outcome measures and lesson activities*

Some survey responses outlined how particular lesson activities needed to be heavily resourced, which could be an issue in terms of funding, availability of resources and accessible space within the school/classroom. This was a theme also picked up by one teacher interviewed, who specifically raised concerns about the

resource heavy nature of some of the lesson activities; inferring that it could have an unintentionally stigmatising effect on certain pupils from deprived backgrounds, unable to source the materials requested:

*...realistically speaking, some of the things it asks you to do beforehand in order to do a lesson aren't actually realistic for our school and the children in our school, if you see what I mean. (Interviewee A)*

Three interviewees directly spoke about wanting final outcome measures revised to make them more manageable. One teacher speculated about including more whole class forms of outcome measures:

*I suppose the ultimate aim in a lot of the lessons is for the children to record, but I don't know if it could be a more simple whole class thing? (Interviewee B)*

By contrast, a different teacher outlined how regularly doing the display boards suggested, was not a viable option in their school because of how frequently these were used for other subjects.

- *Technical issues with the website/resources*

Teachers made reference to how internet links no longer worked or that book suggestions were out of print, suggesting there was a need for some improved site maintenance:

*'Around 50% of the time, the links that are suggested to video clips are no longer available' (Interviewee J)*

Other teachers articulated how they would like Jigsaw to be able to provide 'up to date add-ons' to deal with emerging issues such as radicalisation to prevent the programme becoming outdated.

- *Appropriateness of content covered*

Comments were made about the age appropriateness of some resources, sometimes teachers had concerns about the suitability of materials, and others felt that materials were too advanced for some learners:

*One staff member expressed concern about the appropriateness of the suggested clip for her year 4 class. (Survey respondent)*

*I find the planning for Dreams and Goals to be quite repetitive and some of the concepts and language quite advanced for Year 1. (Survey respondent)*

*The Changing Me section is very advanced from a young age. (Survey respondent)*

Conversely one teacher felt that some of the Jigsaw lessons were not challenging enough for some of their '*more advanced*' pupils, and suggested having differentiation built into resources. Other comments about content were the layout of booklets being hard to follow and content not fitting into issues that occurred within the school.

One teacher explained how they felt there needed to be more coverage of basic concepts in order to give teachers the confidence to teach issues often seen as sensitive:

*In year 5, racism is taught, but no mention of what is a race to start with. It is these sorts of concepts that make PSHE challenging to teach and it would help teacher confidence to have explanations built in.* (Survey respondent)

- *Training*

A small number of teachers commented on the need for training. One teacher tentatively suggested that there be a mechanism for '*bringing people together*' throughout the year - perhaps an online forum.

## Conclusions

The concluding section outlines the key findings from across the data sources. This evaluation attempted to answer two key research questions (restated below) through; a survey of teachers using the Jigsaw materials, a pupil survey and measure of emotional literacy, and 10 telephone interviews with teachers.

1. *In what ways do teachers perceive the Jigsaw programme to impact upon pupils, teachers and the school?*

2. *In what ways does Jigsaw contribute to pupils' emotional literacy?*

As stated in the limitations section of the methodology, there were a number of limiting factors related to the methodology employed which mean that we cannot infer causation of findings solely to the use of Jigsaw. However this evaluation does indicate that the use of Jigsaw materials is associated with a number of positive impacts. A key strength of the evaluation was also the use of the objective standardised emotional literacy scale to measure pupils' emotional literacy after being taught using the Jigsaw materials.

Teachers and pupils alike were on the whole positive about using Jigsaw. Over 60% of pupils reported they either *really like* or *like* their Jigsaw lessons. The vast majority of teachers felt that the Jigsaw programme was comprehensive, easy to use and they enjoyed teaching with it.

Survey data highlights that usage of Jigsaw materials was high. Most respondents (66%) were in their first year of teaching Jigsaw and therefore had not at the time of being surveyed used all the puzzles (modules). However for those respondents who had been teaching with Jigsaw for two or three years, the majority reported having used all or most of the pieces for every puzzle.

School practices regarding how Jigsaw materials were used varied. Although 46% of teachers *always* or *often* followed lesson plans exactly, 56% stated that they *adapted* lesson plans. Telephone interviews and survey comments reveal there is a large amount of material provided within Jigsaw, which in some cases (depending on the length of a lesson) may be too much material to cover in each lesson and therefore teachers may need to tailor materials for their school. Although praising the quality of materials, certain teachers revealed that they needed to dedicate time in advance to adapt materials and make judgements about what sections needed to be missed out.

There was a mixed picture in terms of the use of assessment tasks and ways of recording learning outcomes, for example 70% of respondents *rarely* or *never* use the My Jigsaw Learning record with their pupils, and only 20% *always* or *often* take part in the Puzzle outcome.

Teachers perceived Jigsaw to have impacted on the school, themselves and their pupils in a number of positive ways. Looking firstly at school impacts, it was felt that using Jigsaw increased the amount of time their school spent on PSHE. Over 78% of survey respondents said that since using Jigsaw the amount of time they dedicate to PSHE had *increased significantly* or *a little*. This appeared to be due to the increased status of the subject, the school working together to achieve a common goal, and the ease of using Jigsaw materials. A total of 80% of survey respondents felt that Jigsaw had a positive impact on the ethos and culture of their school, and that it contributed towards (or at least would in the future) favourable Ofsted outcomes.

Teachers interviewed reported increased confidence teaching PSHE since using Jigsaw, particularly for the areas that they might have found difficult or sensitive in the past. Interviews and the teacher survey highlighted the positive impact that Jigsaw has had on teachers' relationship with their class. A total of 80% of teachers agree or *strongly agree* that using Jigsaw positively affects their relationship with their class. Comments suggest increased and more effective communication has helped to facilitate this. A high number of teachers (69%) were aware of mindfulness techniques prior to using Jigsaw, however nearly 80% of teachers said that their awareness of mindfulness had *increased* since using Jigsaw and further 47% agree or *strongly agree* that they use mindfulness techniques themselves since using Jigsaw.

Teachers felt that Jigsaw had impacted positively on their pupils across a range of measures. Most notably 96% of teachers answered that they agree or *strongly agree* that Jigsaw contributes to pupils' knowledge and skills in PSHE and 95% agree or *strongly agree* that Jigsaw contributes to pupils' social skills and relationships.

Teachers however did not answer with as much conviction when asked about the impact of Jigsaw on attainment and academic standards in their schools. Just over half (53%) agree or *strongly agree* that Jigsaw contributes towards improvements in pupils' attainment and just 35% agree or *strongly agree* that Jigsaw has impacted positively on academic standards within the school. However this is likely to be related to pupils not having taken assessments by the time of the survey, and therefore teachers not being able to answer with any certainty.

In total 91% of survey respondents agree or *strongly agree* that Jigsaw contributes to pupils' emotional literacy. Pupils' scores in the emotional literacy measure were above expectations (compared to a standardised sample). Interviews and survey comments revealed that teachers felt that Jigsaw had enabled pupils to become more aware of their emotions, particularly stress and anger, and then develop tools to manage these emotions more effectively. This had in some cases led to improvements in pupil behaviour in and out of class. In addition pupils were said to have gained the confidence to speak openly in class about matters that were important to them, aiding in their communication skills.

## Implications and points for consideration

As has been noted elsewhere, the findings from this study are encouraging (particularly in relation to the pupil emotional literacy measure) however the methodology employed means it is not possible to infer causation of findings solely to the use of Jigsaw. One means of attempting to do this more systematically would be to undertake a Randomised Controlled Trial (RCT). In this case an equal number of primary schools would be randomly allocated to either receive the Jigsaw programme or not, before comparing schools against agreed outcome measures (for example an emotional literacy measure) to see if Jigsaw has had an impact.

In terms of the qualitative work undertaken, an interesting further dimension to explore would be 'pupil voice' to determine what pupils think about the Jigsaw programme, how they feel it impacts on their learning and more broadly to ask their views on how it could be further improved. Pupil focus groups would be a useful means of accessing pupil views in a more open and less directed form than the pupil survey. Given the absence of KS1 survey data, it would be advisable to run the KS1 pupil groups separately in order to maximise feedback.

The findings from this research indicate there are a number of conditions that need to be in place in order for schools to fully benefit from engaging with the Jigsaw programme.

- Some concern was expressed about the content of the Changing Me puzzle, which suggests that teachers may need additional training on delivering this particular unit. Alternatively teachers may want to revise this unit to be in line with their school policies on for example sex and relationships education.
- It appears that the training offered (either face to face or electronic) is helpful to teachers prior to commencing using materials. Schools need to be made aware of training opportunities and how to access them. Training could also be made more accessible or economical for schools to be able to engage with.
- Jan Lever Group may wish to streamline materials/lesson plans as an option for schools with limited time allowance for PSHE. Another suggestion would be to give the expected time allowance for each activity to help teachers better plan which activities to include in their lessons.
- The underuse of the learning records, and patchy take up of the assessment and outcome measures suggests that there may be too many forms of assessment and/or these were often onerous. Jan Lever Group could consider prioritising or revising those assessment measures that are essential to recording learning. Another way to address this issue could be to work with a small number of schools to specifically discuss PSHE assessment needs and preferred methods of assessment.
- Schools should be notified when internet links have been updated.

- A small number of teachers were unaware that some content was available to them, suggesting that communication structures could be further improved so that schools can fully access all aspects of Jigsaw. Therefore Jan Lever Group could ensure that schools are regularly informed of the full Jigsaw offer available, including for example: training, and updated or different versions of materials, including online resources.

## **Appendix 1 Survey tables - Characteristics of survey respondents**

**Table A1 Teacher role as Jigsaw Champion**

	Are you the Jigsaw Champion/lead contact with Jigsaw? (%)
<b>Yes</b>	49
<b>No</b>	51
<b>Total N</b>	193

**Table A2 Length of time in teaching**

Q3	How long have you been teaching for? (%)
<b>NQT</b>	7
<b>1-5 years</b>	37
<b>6 or more years</b>	56
<b>Total N</b>	190

Teachers were asked which year groups they currently teach PSHE. This was a multiple response question, due to schools potentially having mixed year groups; therefore totals do not add up to 100%.

**Table A3 Year groups teachers teach PSHE**

Which year group do you currently mainly teach PSHE? % of all respondents	
Year 1	28
Year 2	27
Year 3	28
Year 4	19
Year 5	20
Year 6	19
Total N	173

**Table A4 Additional roles held by teachers**

Do you hold any of the below additional roles within the school? (Please tick all that apply) % of all respondents	
SENCO	4
PSHE co-ordinator	43
Member of the senior leadership team	25

## Appendix 2 Project information sheet



### Jigsaw Project Information Sheet

#### Aims

The aim of the research is to assess the impact of the Jigsaw programme of work on teachers, pupils and the school.

#### Methodology

Data collection has two strands. A teacher survey and a pupil survey which will be sent to schools in January 2016. The teacher survey will be sent to the main contact with Jigsaw at each school known as 'the Jigsaw Champion'. We will ask this person to complete the survey but also to pass it on to two colleagues to complete, one in KS1 and one in KS2 in order to get a more accurate picture of the impact of Jigsaw across the school

The pupil survey will be completed by a particular year group (in KS2) within each school. I.e. a proportion of schools will be asked to facilitate completion of the survey by all their Y3 pupils, a proportion to Y4 and so on.

In spring 2016 10-12 follow up telephone interviews (approximately 20 minutes) will take place with teachers identified as agreeing to take part from the survey in order to gain a more detailed insight in to how the programme is implemented in different contexts and to explore perceptions of impact further.

#### Reporting

A report will be produced for Jigsaw in summer 2016

#### Data storage and ethical issues

Data collected from schools will be stored confidentially and securely on password protected computers. We will anonymise schools in any reporting. All information about pupils, will be held confidentially and in compliance with the Data Protection Act. The study has been approved by Sheffield Hallam University's ethical process and will be conducted in line with SHU's ethics procedures, which are consistent with guidelines from the British Educational Research Association and the British Sociological Association.

#### Contact details

The project is led by Claire Wolstenholme and Ben Willis at the Centre for Education and Inclusion Research (CEIR), Sheffield Hallam University.

Please get in touch for any further information: [c.e.wolstenholme@shu.ac.uk](mailto:c.e.wolstenholme@shu.ac.uk) or [b.willis@shu.ac.uk](mailto:b.willis@shu.ac.uk) Tel: 0114 225 6058 or 6059

# **Appendix 3 Telephone interview schedule**

## **Interview schedule**

**Note to interviewer:** Prior to interview read survey responses on the individual/school.

As you are aware, we are independently evaluating the impact of Jigsaw in primary schools. This interview will be about your schools usage of Jigsaw and the impacts that this has had on your school including yourself, other teachers, and pupils.

Data will be stored securely and confidentially. Schools will be anonymised in any reporting. We will be producing a report for Jigsaw this summer 2016.

[Take consent and permission to tape record.]

Do you have any questions about the research?

### **About you/your school**

(From survey data clarify if they are the Jigsaw Champion, the year group they teach and how long they have been using Jigsaw for.)

-What is your role in the school?

### **Training**

(From Survey- if they have received training)

-When did you receive this training?

-How useful did you find the training?

### **Involvement in Jigsaw**

-How did you first hear about Jigsaw?

-Whose decision was it to invest in the Jigsaw materials for PSHE?

(Prompts: how was the decision made within school? SLT/HT involvement.)

-Why did your school decide to use Jigsaw?

(Prompts: value for money, complete PSHE curriculum, dissatisfied with previous schemes of work)

### **Use of materials**

-Is Jigsaw your sole PSHE curriculum? How is it used? Any additional resources/materials used?

-How easy have you found the Jigsaw materials to use?

(Any particular aspects more so than others)

-In the survey you answered that the amount of time you dedicate to PSHE has \_\_\_\_\_ (increased significantly/a lot/stayed the same) What is the reason for this?

-In what ways does Jigsaw compare to previous schemes of work you have used to teach PSHE? (vfm, ease of use, completeness,)

### **Perceived Impacts of Jigsaw**

#### Teachers

-How has using Jigsaw impacted upon you as a teacher?

(Prompts: Mindfulness techniques, confidence to teach PSHE, views of PSHE, relationship with class, subject knowledge, pedagogical knowledge)

#### Pupils

-How do you think using Jigsaw has impacted upon pupils in your class?

(Behaviours, confidence, attainment, relationships)

-In what ways (if any) do you think that Jigsaw impacts on pupils' emotional literacy (their ability to manage their emotions?)

- In what ways (if any) do you think that Jigsaw impacts on pupils' social skills and relationships?

-Do any of the impacts you have mentioned relate to any particular aspects of Jigsaw? (e.g. Calm Me time may have an effect on pupils mindfulness)

-How does Jigsaw contribute to pupils' knowledge of and skills in PSHE?

- Do you have any evidence for this?

(prompts: on attainment, bullying/behavioural incidents, Ofsted inspections, attendance information, etc.)

#### The school

-In what ways (if any) do you feel Jigsaw impacts upon the ethos and culture of the school? (Can you give examples?)

-Has using Jigsaw affect Ofsted outcomes? In what ways?

-This is the end of the questions, are there any other comments that you would like to make?

Thank you for your time.

# Appendix 4 Pupil survey

Welcome to our Survey

**This survey is to help us understand how you feel about your Jigsaw lessons and how you manage your emotions. It will be used to understand how useful your Jigsaw lessons are.**

## **Data Protection**

**Sheffield Hallam University are collecting this information for research purposes.**

**The data will be stored securely and no one, including your teachers, will ever find out what you said. This means you can be honest.**

## **Instructions**

- Please read each question carefully and answer as accurately as you can.**
- There are no right or wrong answers so give the answers that are ‘right’ for you.**
- Usually, giving the first answer that occurs to you is the best one.**
- You may ask for help if you do not understand something or are not sure how to answer a question.**
- Your participation in this survey is very helpful so thank you in advance for taking part and for answering honestly.**

## Section A: About my Jigsaw lessons

1. Please carefully write in the full name of your school

2. Please tick an answer below that best fits how you feel about your Jigsaw lessons.

- I really dislike my Jigsaw lessons
- I dislike my Jigsaw lessons
- I don't mind my Jigsaw lessons
- I like my Jigsaw lessons
- I really like my Jigsaw lessons

3. Please tick an answer below that best fits how you feel about using the Jigsaw Friend (cuddly piece) in your class

- I really dislike using the Jigsaw Friend
- I dislike using the Jigsaw Friend
- I don't mind using the Jigsaw Friend
- I like using the Jigsaw Friend
- I really like using the Jigsaw Friend

4. How do you feel about the following statements on Calm Me time? (Please select one answer for each row)

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Calm Me time makes me feel relaxed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calm Me time is boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tend to feel ready to learn after Calm Me time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am glad we have Calm Me time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like it when my teacher uses the Chime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Appendix 5 Teacher survey

## Background Questions

1. What is the name of your school?

2. Are you the Jigsaw champion/lead contact with Jigsaw (i.e are you the person who liaises with Jigsaw and/or were you sent the resources)?

- Yes
- No

3. How long have you been teaching for?

- NQT
- 1-2
- 3-5
- 6-10
- 10+

4. Which year group do you currently mainly teach PSHE? (Please tick all that apply)

- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6

5. Do you hold any of the below additional roles within the school? (Please tick all that apply)

- SENCO
- PSHE co-ordinator
- Member of the senior leadership team

## Training and Support

6. Did you or anyone in your school receive any face-to-face training on using the Jigsaw programme by a Jigsaw consultant?

- Yes
- No
- Don't Know

7. Did you receive any electronic training materials for using the Jigsaw programme? (e.g: Training materials on a USB)

- Yes
- No

## Years of Involvement with Jigsaw

8. Thinking in terms of school year cycles, how many years have you personally been using the Jigsaw PSHE programme?

- This is my first year
- This is my second year
- This is my third year

## Use if Jigsaw

9. Thinking about your **overall** teaching of the Jigsaw programme (the full period of time you have taught Jigsaw), please indicate your level of usage of Pieces (lessons) within each Puzzle (unit)? (*Please tick one answer per row*)

	All 6 Pieces/lessons	Most Pieces (4-5)	Some Pieces (1-3)	No Pieces	Not yet used
Being Me in My World	<input type="radio"/>				
Celebrating Difference	<input type="radio"/>				
Dreams and Goals	<input type="radio"/>				
Healthy Me	<input type="radio"/>				
Relationships	<input type="radio"/>				
Changing Me	<input type="radio"/>				

## Use of Jigsaw

10. Thinking about how you use the Jigsaw programme, please complete the table below indicating how often different elements are used. (Please tick one answer per row)

	Always	Often	Sometimes	Rarely	Never	Not applicable
I follow the lesson plans exactly	<input type="radio"/>					
I adapt the activities within a lesson	<input type="radio"/>					
I supplement lessons with additional resources	<input type="radio"/>					
I use the 'Calm Me' time in the lessons	<input type="radio"/>					
My pupils use the Jigsaw Journal to record their work and reflections	<input type="radio"/>					
I use the assessment tasks at the end of the Puzzle	<input type="radio"/>					
My pupils and I use the 'My Jigsaw learning record'	<input type="radio"/>					
My school holds a Jigsaw launch assembly for each Puzzle	<input type="radio"/>					
My school holds a Jigsaw Celebration for each Puzzle	<input type="radio"/>					
My school takes part in the Puzzle outcome/end product	<input type="radio"/>					

11. Since using Jigsaw, the amount of time I dedicate to PSHE teaching has:

- Increased significantly  Increased a little  Stayed the same  Decreased a little  Increased significantly

## Use of Jigsaw

12. Was your **main** previous scheme of PSHE work a bought-in comprehensive scheme of work?

- Yes
- No

13. If yes please specify what that was

14. Thinking about your use of the Jigsaw programme and the predominant scheme(s) of work you used for PSHE previously (*if applicable*) please respond to the following list of statements ticking the most appropriate answer per row.

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Don't Know
The Jigsaw programme offers <b>value for money</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The previous scheme of work I use in PSHE offered <b>value for money</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Jigsaw programme is <b>comprehensive</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The previous scheme of work I used in PSHE was <b>comprehensive</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Jigsaw programme is <b>easy to use</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The previous scheme of work I used in PSHE was <b>easy to use</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I <b>enjoy</b> teaching PSHE using the Jigsaw programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I <b>enjoyed</b> teaching PSHE using the previous scheme of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel <b>confident</b> in teaching PSHE using Jigsaw	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Don't Know
I felt <b>confident</b> teaching PSHE using the previous scheme of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I <b>value</b> PSHE since using the Jigsaw programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I <b>valued</b> PSHE when teaching with the previous scheme of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to <b>effectively assess</b> my pupils progress in PSHE using Jigsaw	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to <b>effectively assess</b> my pupils progress in PSHE with the previous scheme of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Impact on Teacher

15. Based on your own perceptions please tick the most appropriate response to each statement below

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	N/A
Prior to using the Jigsaw programme I was aware of the concept of mindfulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Since using the Jigsaw programme my awareness of mindfulness has increased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Since using the Jigsaw programme I use mindfulness techniques myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using Jigsaw positively affects the relationship I have with my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the comment box to make any further comments about how Jigsaw relates to your relationship with your class						
<input type="text"/>						

## Impact on Pupil

16. Based on your own perceptions please tick the most appropriate response to each statement below.

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	N/A
Jigsaw contributes to my pupils' emotional literacy, i.e. their ability to manage their emotions and understand and express their feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jigsaw contributes to my pupils' social skills and relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'Calm Me Time' contributes to my pupils' mindfulness, i.e. their ability to observe their thoughts and feelings as they happen and pause before responding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jigsaw contributes to my pupils' knowledge and skills in PSHE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jigsaw has helped my pupils to work together more collaboratively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using Jigsaw has a positive impact on my pupils' behaviour in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jigsaw contributes to my pupils' capacity to engage with learners across all lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jigsaw contributes towards improvements in my pupils' attainment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use this space to provide any evidence you have to support improved student attainment

17. Please use the open comment box to make any further comments about the Jigsaw programme in relation to **pupil impact**

## Impact on School

18. Based on your own perceptions please tick the most appropriate response to each statement below

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	N/A
Jigsaw has impacted positively on the school's ethos and culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jigsaw has impacted positively on pupil relations within the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jigsaw has impacted positively on academic standards within the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. The Jigsaw programme contributes to... (*Please tick all that apply*)

- Ofsted SMSC outcomes within the school
- Ofsted Safeguarding outcomes within the school
- Ofsted Personal development, behaviour and welfare outcomes within the school

20. Use the space below to comment on any aspect of the Jigsaw programme, including any positive or negative aspects with its use.

## THANK YOU FOR COMPLETING THE SURVEY

If you would like to take part in a follow up telephone interview in the next phase of this project, please add your contact details etc...

21. Name

22. School

23. Telephone Number

24. Email

25. Best time to contact you

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