



# How does Jigsaw, the mindful approach to PSHE, lay the foundations in EYFS for statutory Relationships and Health Education (DfE, England 2019)?

Although the DfE guidance does not specifically have outcomes for the Early Years Foundation Stage, good practice within this age range lays a solid foundation for the learning which will follow in later years. The National EYFS Framework sets this out in detail.

## Relationships Education

Relationships are a “Golden Thread” woven throughout the Jigsaw Programmes as well as the focus of specific learning in the Relationships Puzzle (unit). Jigsaw is eager to start by building a positive relationship with self and looking outwards to building relationships with others. All of the session plans within Jigsaw include activities to enhance social skills. Many have this explicitly within the main session teaching and/or within the activities suggested for group work.

The DfE Guidance for Primary Schools states that children should learn about families and the characteristics of a healthy family life, and how important friendships are in making us feel happy and secure, and how people choose and make friends. This important work begins in EYFS in Jigsaw, for example in the Celebrating Difference Puzzle (unit), Session 3, and throughout the Relationships Puzzle where Learning Intentions include topics such as how it feels to belong to my family, how to make friends and solve problems in friendships, understanding the impact of unkind words, and being a good friend. These pieces (sessions) on unkind words and feelings approach the concept of bullying in an age-appropriate way.

Celebrating Difference also begins the work on understanding that each person is unique and may be quite different, and teaches the children to respect this in others and within themselves, to see difference as a positive.

Stranger Danger is explicitly taught in Healthy Me (piece 6) to sow the seeds for the later learning on recognising who to trust and not to trust and what to do if they feel unsafe.

## Health Education

### Physical Health and Mental Wellbeing

The aspects of physical health cited in the guidance as outcomes for Primary School children and which we include in EYFS Jigsaw, such as healthy eating, sleep/rest, regular physical exercise and personal hygiene are approached throughout the Healthy Me Puzzle. They are revisited again in Relationships when we discuss respecting our bodies.

Mindfulness (the ability to observe your thoughts and feelings in the present moment without judgment) is another “Golden Thread” that begins in Early Years so that Key Stage 1 and 2 teaching can build on a solid foundation. Each session, children are invited to participate in Calm Me time. Using the Jigsaw Chime to centre their attention and help build concentration, the practitioner uses the Calm me script to help children

relax their bodies and calm their minds. These scripts use very simple breathing and visualisation techniques. These skills are built throughout the EYFS and some lessons (e.g. Relationships Piece 5) show the children how this new skill can be utilised outside of the specific Calm Me time to help them manage their feelings in other situations. This enables children to understand that being aware of how they are feeling and having age-appropriate strategies to cope with those feelings can help them in life and begins the understanding that mental well-being is just as important as physical well-being.

The Learning Intentions from each Jigsaw F2 lesson (session) are included below in sequence from the beginning of the Jigsaw Programme to the end, 6 lessons for each half-term.

Those directly related to Relationships and Health Education are highlighted; although it must be remembered that Jigsaw as a whole, is designed to support the EYFS PSE development (Personal, Social, Emotional) outcomes and much of this work underpins Relationships and Health Education.

### Being Me in My World

- I understand how it feels to belong and that we are similar and different
- I can start to recognise and manage my feelings Copyright
- I enjoy working with others to make school a good place to be
- I understand why it is good to be kind and use gentle hands
- I am starting to understand children's rights and this means we should all be allowed to learn and play
- I am learning what being responsible means

### Celebrating Difference

- I can identify something I am good at and understand everyone is good at different things
- I understand that being different makes us all special
- I know we are all different but the same in some ways
- I can tell you why I think my home is special to me
- I can tell you how to be a kind friend
- I know which words to use to stand up for myself when someone says or does something unkind

### Dreams and Goals

- I understand that if I persevere I can tackle challenges
- I can tell you about a time I didn't give up until I achieved my goal
- I can set a goal and work towards it
- I can use kind words to encourage people

- I understand the link between what I learn now and the job I might like to do when I'm older
- I can say how I feel when I achieve a goal and know what it means to feel proud

### Healthy Me

- I understand that I need to exercise to keep my body healthy
- I understand how moving and resting are good for my body
- I know which foods are healthy and not so healthy and can make healthy eating choices
- I know how to help myself go to sleep and understand why sleep is good for me
- I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet
- I know what a stranger is and how to stay safe if a stranger approaches me

### Relationships

- I can identify some of the jobs I do in my family and how I feel like I belong
- I know how to make friends to stop myself from feeling lonely
- I can think of ways to solve problems and stay friends
- I am starting to understand the impact of unkind words
- I can use Calm Me time to manage my feelings
- I know how to be a good friend

### Changing Me

- I can name parts of the body
- I can tell you some things I can do and foods I can eat to be healthy
- I understand that we all grow from babies to adults
- I can express how I feel about moving to Year 1
- I can talk about my worries and/or the things I am looking forward to about being in Year 1
- I can share my memories of the best bits of this year in Reception