

Mental Health coverage in Jigsaw PSHE and Gooseberry Planet in more detail

Ofsted Good Personal Development: The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. They have an age-appropriate understanding of healthy relationships. The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Within the Jigsaw lessons there is a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus

Mental Health

Ofsted Good Personal Development: Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. Ofsted Good Behaviour and attitudes: Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

The Puzzle 'Healthy Me' is the main vehicle for children to learn about mental and physical health. From the beginning to the end of the programme, pupils learn about taking responsibility for health, substances and their effects, nutrition, medicine, sleep, brain development, and mental illness and health. The whole programme aims to nurture self-esteem so that children feel 'worthy' of taking care of themselves. The 'Healthy Me' Puzzle covers physical and mental/emotional health in equal measure – and shows the synergetic relationship between the two areas of health and well-being. Children can therefore learn that 'health' is a very broad topic and it underpins so many of our life choices.

The Jigsaw lessons focus keenly on mental health and emotional well-being, with every lesson having been mapped to social and emotional skills, and each lesson featuring mindfulness practice (where pupils experience and learn about mental well-being). Pupils learn about what has a positive impact on their learning, and how each person's experience is different.

Perhaps most crucially in the quest for enabling children to make healthier choices is the concept woven through Jigsaw, that a positive relationship with self is the starting point for positive relationships with others. Jigsaw is underpinned by mindfulness. From the very start and throughout the Jigsaw Programme, children are encouraged and helped to develop the capacity for observing their own thoughts and feelings within a context of 'calming' and reflectiveness. Mindfulness supports children in regulating their emotions and building emotional resilience and in choosing and managing their responses rather than being caught up in negative and unconsidered thought-flows. Children and adults equipped with this capacity are consequently far less vulnerable to less healthy choices and behaviour. Indeed, mindfulness is a vital tool for life, as it wholeheartedly supports the regulation of emotion and builds resilience.

Calm Me time is integral to every Jigsaw lesson and uses the Jigsaw Chime to practise breathing and visualisation techniques that enable self-regulation etc Overall, the development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every Piece (lesson) – and these are the skills that are most crucial in helping children to have a healthier sense of self, of mental health and emotional well-being.

Some examples: That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is

never right. Celebrating Difference Year 1 lesson 5. Relationships Year 1 lessons 2 and 5. Celebrating Difference Year 2 lesson 6 and Relationships lesson 3

Sexual Harrassment

How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help and advice from others if needed. Changing Me Year 1 lesson 6. Relationships Year 2 lessons 1 and 4

Online Safety

Pupil well-being is of crucial importance to the Jigsaw approach, and their safety is an important component therein. Online safety is taught from Year 1. Much of the safety emphasis is in the Healthy Me Puzzle, though the Relationships Puzzle also offers much in the way of teaching about internet safety.

KS1:

Goosberry Planet age 5-7: Scenario 1 People Online This lesson explores the nature of friendship and trust in the context of online communication. Children will learn about new people online, how they differ from real life friends and that they may not be who they say.

2 Personal Information Scenario 2 introduces some strategies to help keep personal information private, including avoiding use of real names or photos in gaming profiles, securing privacy settings and not sharing photos in school uniform.

Scenario 3 Perfect Passwords This scenario explores why passwords are used and how to create a strong but easy to remember password. It looks at the devices that might use passwords and explains what to do if a password is discovered.

Scenario 4 Fake Profiles Scenario 4 introduces “online profiles” and the type of information they reveal. It explains that this information is not always true and encourages a sceptical approach. It introduces some warning signs that something might not be right.

Scenario 5 Selfie Safe This lesson looks at the different ways that information and images can be shared online and how it can have unintended consequences. Children will learn that photos can be altered, commented on and shared widely. They can reveal personal information and might cause embarrassment or regret later in life.

Scenario 6 Sharing Online Scenario 6 looks at the impact on others of sharing images online. and encourages good digital citizenship, permission seeking and a responsibility towards others. It also introduces the concept of copyright.

Scenario 7 Video Chat This lesson considers the advantages and disadvantages of video chat. Children are encouraged to be alert to signs that something might not be right in a video chat and know how to respond safely.

Scenario 8 Online Bullying The nature of online bullying is explored in this lesson. It looks at how to respond to bullying, encouraging children to always tell a trusted adult and also encourages bystanders to support their friends.

Scenario 9 Online Gaming PEGI ratings, privacy settings, report and block functions are discussed alongside the types of behaviour that are unacceptable during gaming. It also looks at the problems of in-app purchases and strategies for managing the amount of time spent online.

Scenario 10 Searching This lesson introduces the idea of searching for information online using voice activated searches or using key words in a search engine. It discusses how search results are ranked including that top-ranked results may be advertisements. It explains that not all information online can be trusted and introduces some ways that we can make a judgement about what to trust.

Year 4:

Gooseberry Planet age 8-9: Scenario 1: People Online This scenario explores friendship and how real-life friends are different from people we may meet online. It looks at the concept of identity and how this can be manipulated online.

Scenario 2: Perfect Passwords This lesson looks at what passwords are used for, the types of information they protect, who they should/not be shared with and how to create and remember a strong password.

Scenario 3: Staying Private Online Scenario 3 reviews the concept of personal information and the importance of protecting it online particularly in the context of app permissions. Children are encouraged to think about how free apps might be funded and to look critically at the types of permission requested.

Scenario 4: Safe Sharing Children will be introduced to the idea of sharing (posting) things online (including tagging) and the consequences of doing so, including loss of control and reputation damage.

Scenario 5: Location Sharing The concepts of location and co-ordinates are introduced and discussed in the context of geotagging in photos. The benefits and risks are explored via the different apps that use geo-tagging.

Scenario 6: Online Gaming This lesson explores the benefits and risks of online gaming including how behaviour during gaming can affect our reputations. Safe responses to poor gaming behaviour including blocking, reporting and leaving the game are discussed. The importance of following PEGI age ratings and resisting peer pressure to play age inappropriate games is also covered.

Scenario 7: Online Bullying This focusses on online bullying and its potential impact on both the bully (reputation damage) and the victim. It explores the best ways to respond to online bullying and how a friend or onlooker can help.

Scenario 8: Chatting Online This addresses the risks associated with new people online and the warning signs that someone might be risky. It empowers children to resist pressure with confidence and explores how to seek help, particularly in the context of being asked to meet up in person.

Scenario 9: Keeping Healthy This scenario addresses the addictive nature of some technology, the recommended hours of sleep and activity and ways of controlling screen time. Scenario 10: Phishing Children are encouraged to be sceptical of offers that appear too good to be true. It introduces the idea of spam, scams and hoaxes, and the risk of clicking on links which could result in viruses or other malware

Year 5:

Goosberry Planet age 9-10: Scenario 1: Digital Footprint This lesson explores how our digital footprint is created, how it can affect our reputation now, and in the future, both positively and negatively. The concept of good digital citizenship is explored, including the need to protect both their own and other people's digital footprints

Scenario 2: Clickjacking – Sensational headings Learners are encouraged to recognise Clickbait and to be sceptical of such tactics with an awareness that clicking may infect their device with malware, reveal their personal information or expose them to inappropriate content.

Scenario 3: Webcam Wise This lesson explores the benefits and risks of webcam communication. Learners are encouraged to recognise the warning signs of a negative relationship and to know how to respond safely to unwanted contact.

Scenario 4: Safe Sharing – Bullying and IP addresses This introduces Internet Protocol (IP) addresses and the type of information which they contain. Children will explore the differences between on and offline communications, between banter and bullying, and how to reduce the risk of unintentional upset.

Scenario 5: Online Gaming This lesson explores how people can connect, communicate and collaborate through online gaming. It looks at the temptation to accept "friend" requests. It also addresses the problems of spending too much time gaming and of "griefers" who deliberately upset game play.

Scenario 6: Boundaries (Includes pre-lesson safeguarding advice) This teaches that the same principals apply to online relationships as with face-to face. It allows schools to define the term "rude" and explores why someone might send a rude photo. It looks at how it might make Taff feel, how it could put him at risk and strategies for reducing the risk.

Scenario 7: Illegal Downloads (includes teacher advice on Copyright) This lesson looks at the differences between downloading and streaming. It introduces the concepts of copyright, piracy and the ethics of downloading content from illegitimate sites.

Scenario 8: Downloading Apps As well as age limits, this scenario explores the different types of permission that apps may request. It looks at the pressures to use games that are for older age groups and explores the risks of doing so.

Scenario 9: Images (includes pre-lesson advice on Sexting) The focus of this lesson is on individual responsibility, an awareness of consequences (including damage to reputation, bullying, emotional distress and illegality) and developing strategies to resist requests for inappropriate behaviour. Children will learn what to do if they make a mistake and how to respond to receipt of inappropriate images.

Scenario 10: Perfect Passwords This lesson looks at why we need passwords and what could happen if they are shared or stolen, including the risk of hacking and identity theft. Strategies for creating and protecting passwords are addressed alongside what to do if a password has been compromised. An extension exercise looks at 2 factor authentication, Captcha, Biometrics, Password Managers.

Year 6:

Gooseberry Planet age 10-11: Scenario 1: Digital Footprint This lesson explores the use of privacy settings and the care needed when creating online Profiles to reduce the information revealed in our digital footprint and the ability of others to make contact with us. It encourages learners to be

sceptical of contact from new people online, and to be alert to a situation that seems too good to be true or where someone asks them to meet up.

Scenario 2: Junk Email This introduces the concept of junk email or spam; how some is legitimate and harmless but others may contain scams or harbour viruses or attempt to hack personal information. It discusses “links” and “attachments”, “botnets”, “malware” and “unsubscribe”. Learners are encouraged to view emails critically.

Scenario 3: Location Sharing Strategies for safe outdoor gaming are encouraged by exploring the concept of connectivity, “app permissions” and how to make safe choices.

Scenario 4: Extreme Promises This lesson It looks at how to critically assess persuasive language – is it fact, opinion or belief? Learners are encouraged to be sceptical, to question the motives of the sender, to identify warning signs and to consider ways of fact checking what they read.

Scenario 5: Video Chats Pre lesson teacher advice on safeguarding, rude images and related issues. This lesson looks at video chat, focussing on pressure to share rude images and the consequences of doing so. It looks at persuasive techniques and how to resist them. It addresses what is not appropriate to share with others, as well as the laws governing indecent images.

Scenario 6: Online Bullying (Teacher advice notes on laws affecting online communications.) This lesson explores how to manage difficulties with friendships and why people bully. Children will look at how online bullying differs from offline bullying. They will learn how to respond to bullying, the potential long-term effects of bullying and how bystanders can support victims.

Scenario 7: Online Gaming This looks at the issue of “griefing”. It explores the, the consequences and the concept of fair play as well as the ability to report poor behaviour to online platforms. The extension activity explores the rules/codes of conduct which govern online games.

Scenario 8: Clickjacking This lesson discusses the concepts of Click Bait and ‘Click Jack’. It looks at the risks of malware and how it can compromise our personal information and online accounts. It encourages a sceptical approach to persuasive language or unknown messages.

Scenario 9: Fake Profiles This scenario encourages an awareness that not everyone online is who they say they are. It explores the difference between “false” and “fake” in the context of fake profiles. It teaches some ways to spot, question and respond safely to new people online. Scenario

10: Pop-Up Messages - A risky gamble This looks at how free online services are funded, the value of our personal data, and how it is analysed for advertising purposes. It also addresses gambling, the age limits, the addictive nature of it and briefly touches on the negative consequences.

Diversity

Ofsted Good Personal Development: The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people.

That others' families either in school or elsewhere in the world sometimes look different from their family but they should respect those differences. Relationships, Year 1 lesson 1, Year 2 lesson 1,

Bullying/Prejudice

Ofsted Good Behaviour and attitudes: Leaders, staff and pupils create a positive environment in which bullying is not tolerated.