

British Values in Jigsaw by lesson

May 2023

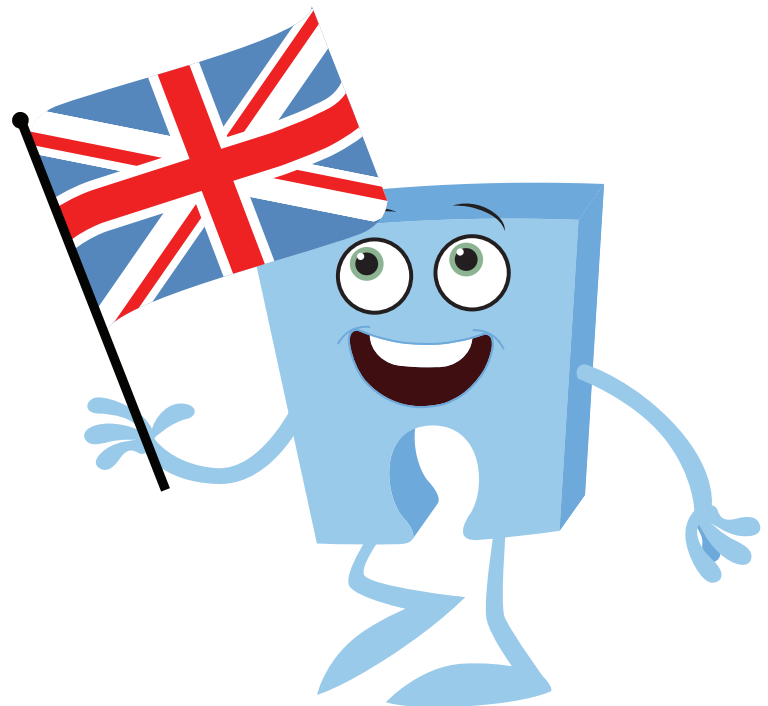
The OFSTED Inspection Framework (Sept 2019) states that inspectors will consider whether –

“the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British Values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law”.

This article indicates which lessons, within which Puzzles, are most related to the different aspects of the British Values expectations. As you will already be aware, there is much threaded throughout all the lessons that supports this, but here we explain which lessons we feel are most pertinent to the more explicit aspects of these within Jigsaw PSHE 3-11.

The Mapping Document (from page 5 onwards) is a simple tool that you can then use to show in more detail how these concepts and ideals of British Values are visited and revisited throughout the programme so that they are fully embedded in the whole school approach rather than being taught as one-off lessons. This then enables you to see where the content of Jigsaw may tie in with other British Values teaching and learning in your school.

To look at the different aspects and how these are developed, you can also follow the progression through the Whole School Progression document or even the Knowledge Organisers that can be shared with parents which also contain relevant questions in many aspects related to British Values that children can continue to build on in discussions at home. These can all be found on the Jigsaw Portal by going to the Materials > Whole School Resources > Knowledge Organisers.



How is each of the British Values included in a Jigsaw Lesson?

The British Values are promoted through the use of the Jigsaw Learning Charter which is shared at the beginning of every Jigsaw PSHE lesson. The Learning Charter is child-centred and aims to encourage children to work together and follow a set of 'ground rules' to create a safe, positive learning environment. The behaviours of the Jigsaw Charter are reflected in the whole-school Learning Charter developed in the first puzzle of the year (Being Me in My World), and will consequently permeate the school community, supporting children as they grow and learn. The Learning Charter supports the work that is going to happen in each Jigsaw lesson.

Democracy is evident across all puzzles within the Jigsaw PSHE 3-11 programme. Children have lots of opportunities for their voices to be heard through whole class, group or paired discussions. The Jigsaw Learning Charter aims to ensure that all lessons establish a safe learning environment. The 'ground rules' of the Learning Charter invite children to sign and agree to try and stick to the rules during all Jigsaw lessons. It encourages children (and adults alike) to listen carefully to one another, and respect the right of others whilst having opportunities to have their own opinions and voices heard. Jigsaw encourages children to take ownership of their learning through their 'Help Me Reflect' time when recording their thoughts, feelings and ideas in their individual Jigsaw Journals. Many of the Jigsaw PSHE lessons include 'Pause for Thought' moments, whereby children can reflect in the moment; considering their thoughts and feelings. Opportunities are given to all of the children to share their thinking, thoughts and ideas with others if they feel comfortable doing so.

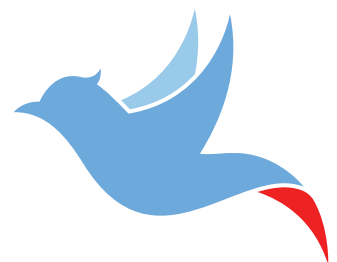


The Rule of Law is evident in every Jigsaw lesson when beginning the session with the Jigsaw Learning Charter. Establishing a safe, comfortable environment for all children (and adults) to learn in is paramount to every lesson. Children are also taught about their rights as a child, including those from The United Nations Convention on the Rights of the Child (UNCRC). These are included in all puzzle pieces. At Jigsaw, we believe it is important for children to understand equality and their rights, to understand how both they should be treated, and how they should treat others. A separate mapping document has been created to evidence where these are taught in the Jigsaw 3-11 PSHE programme.

Children are taught the value, importance and reasoning behind why rules exist. There are lots of opportunities throughout all age groups to explore making positive choices as well as how this balances with consequences. Making positive behavioural choices is explored through class, partner and group discussions. Opportunities for children to explore their thoughts during 'Pause for Thought' moments invite children to consider how they feel in the present moment, impacting choices and individual thinking.

Individual Liberty

Jigsaw provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice. Jigsaw PSHE begins this teaching right from the beginning in the Early Years Foundation Stage and offers opportunities for children's spiritual, moral, social and cultural (SMSC) development. At Jigsaw, we believe these opportunities are vital for children's development, understanding of themselves and others, and increasing their capacity to learn. Children are provided with opportunities to make informed choices and feel comfortable expressing their views. The ethos of a Jigsaw lesson aims to always make every child feel welcomed, valued and comfortable and therefore promotes a positive learning environment.





Mutual respect

One of the key aspects of Jigsaw is how we enable and teach children to have respectful discussions on sensitive subjects. Jigsaw aims to provide a structured lesson format in which a safe learning environment is created. Each lesson plan includes phrasing, suggested use of language and terminology as well as suggestions for asking open-ended questions sensitively and reflectively. Jigsaw lesson plans provide these prompts through 'ask me this' questions. These are designed to support adults leading the session to feel confident in connecting with children to think about how they feel or what their opinions/ideas may be. Often this includes topics which involve thought-provoking and sensitive subjects. As children get older they build on previous knowledge and skills to develop their ability to listen to others respectfully, debate other people's views and consider ways that we can be accepting of those who may be different to ourselves. Even in lessons where different points of view are encouraged, and issues may be debated, the Learning Charter is always revisited and its expectations reinforced. This ensures that children feel enabled to freely express their faith, feelings and values in an environment of mutual respect.

Tolerance of those of different faiths and beliefs

The Celebrating Difference puzzle specifically looks at how we might differ in many ways, but that there are human and spiritual elements in us all where we can find a connection and empathy with each other, no matter how much the world might find difference a cause for conflict. Jigsaw aims to go beyond 'tolerance' to help children 'celebrate difference', their own individuality and that of others.



The children learn to be interested in what makes us all unique from as young as 3 years old and this includes the way we embody our beliefs, feelings and values. For children 7 years and over, elements of the Equality Act are examined within this puzzle which again ensures that the faiths, feelings and values of others are respected. Schools with Jigsaw embedded into their everyday life will also invoke the Jigsaw Learning Charter in other lessons, for example, in Religious Education. This ensures that children understand that the respect we discuss in Jigsaw PSHE permeates into other areas of school life and supports schools in ensuring that all differences in faith and beliefs are celebrated and respected.

Where will I find lessons teaching British Values?

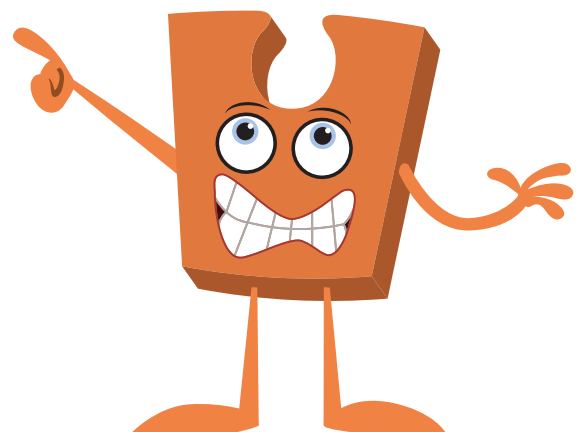
All the British Values - Democracy, Rule of Law, Mutual Respect, Individual Liberty and Tolerance of those of Different Faiths and Beliefs - are most clearly reflected in the first three Puzzles every year, but are also reflected in other later teachings, particularly the Relationships Puzzle. In the progression documents, you can see where empathy, democracy, respect, explicit British Values (in Being Me in My World), equality, respecting differences, the roles of different people in our societies and the different communities that we are all part of – are all taught.

Specific lessons are not taught on each of the British Values (asides from democracy in Being Me in My World in Ages 8-9 Piece 3 and Ages 10-11, Piece 6). The content of lessons, including the learning intentions contribute to an understanding of aspects of the five British values, which are evident across all age groups and puzzles. The numbers in the boxes below refer to the lesson plan in that Puzzle (unit) that contributes most to the British Value.

Being Me in My World								
Opportunities to promote the British Values in the puzzle: Being Me in My World		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)	5, 6	2, 3, 6	2	3	3, 6	2, 3	2
	Making a choice or decision					6		3
	Learning about rewards, choices and consequences		5	3, 4	4	4	5	4
	Expressing my viewpoints						6	6
	Listening to, valuing and respecting the views of others	3, 4			6		6	6
Rule of Law	Creating a safe, happy environment to learn	5, 6		3		1, 4	3	5, 6
	Understanding rules and why they are important				3		4	2, 3
	Making positive behavioural choices		5, 6	6	4, 5	1, 4	4	2. 3
	Learning about our responsibilities	6	2, 3	2	5		2	
	Safeguarding and keeping safe	5						
Individual Liberty	Making informed choices			5			4	
	Expressing individual views respectfully		4, 5					
	Welcoming others and creating a positive learning environment			1, 5	1	1, 2		1
	Children’s rights (UNCRC)		2, 3, 6	2	3, 5		2, 3	2, 3, 4
	Personal development (SMSC)			1	1		1	1

Mutual Respect	Developing positive relationships with others (peers and adults)		1, 2	2	1, 2	1		1
	Making and maintaining friendships		2			1		
	Welcoming others and treating others fairly	1	1, 4	1, 2		1, 4	3	2
	Treating others with kindness and respect		4		5	4		1
	Socialising and including others		5		5	2	5	5
	Teamwork and collaborating		5					

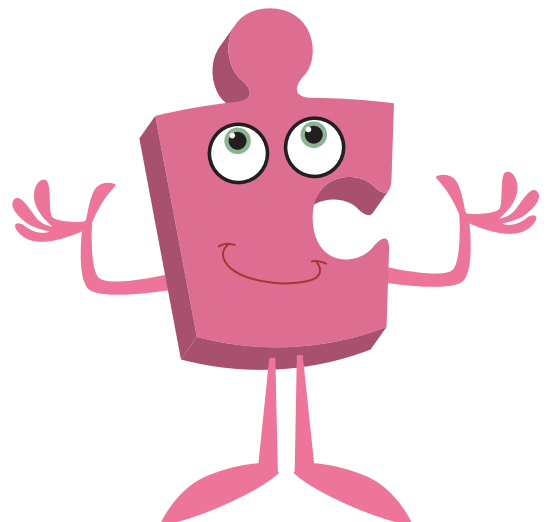
Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice							
	Belonging and feeling valued		2, 3	1, 2	1, 3	1	1	1
	Learning about different faiths, cultures and people who are different to me							2
	Listening to and showing respect towards other viewpoints		4		6		1	
	Learning about diversity							2, 3
	Being respectful towards others		3	3, 4	5	1	4, 5	4, 5



Celebrating Difference								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)			4				
	Making a choice or decision							
	Learning about rewards, choices and consequences	3						3
	Expressing my viewpoints			4			1, 6	
	Listening to, valuing and respecting the views of others						1, 2, 4	3, 6
Rule of Law	Creating a safe, happy environment to learn	6		4	3, 5	3, 4	4	3
	Understanding rules and why they are important				5			
	Making positive behavioural choices				3, 5		3, 4	3
	Learning about our responsibilities					3		
	Safeguarding and keeping safe			4			4	3, 4
Individual Liberty	Making informed choices	6						2
	Expressing individual views respectfully			1		2	5	2
	Welcoming others and creating a positive learning environment		3, 4, 5	1, 2	3, 4, 5		2, 3	2, 3, 5
	Children’s rights (UNCRC)			4			2, 3	2
	Personal development (SMSC)	1				5		

Mutual Respect	Developing positive relationships with others (peers and adults)	5	4	5	1		1	2
	Making and maintaining friendships	5	4	5				
	Welcoming others and treating others fairly	5	1, 2, 3, 4	2, 3, 5	3, 4, 5	2, 3, 4	6	2, 5
	Treating others with kindness and respect	3	2	1, 3, 6		2	1, 6	1, 5, 6
	Socialising and including others							
	Teamwork and collaborating							

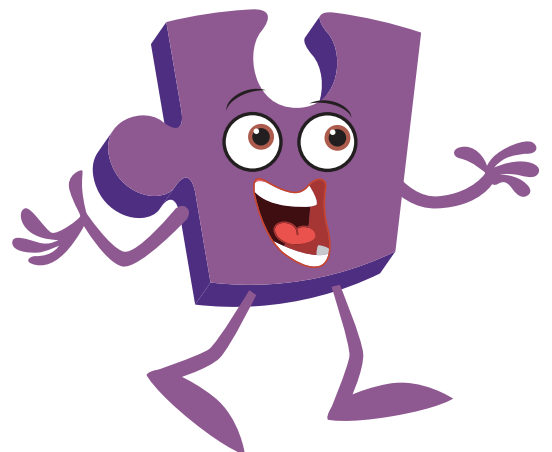
Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice		1, 3, 4	3	2, 3, 4	1, 2, 3, 4	2, 3, 4	3, 4
	Belonging and feeling valued	2, 5	5		6		1	1, 2, 5
	Learning about different faiths, cultures and people who are different to me		2	6	1	1	1, 6	1
	Listening to and showing respect towards other viewpoints						5	
	Learning about diversity	3, 4	1, 6	1, 2	1	1	2	1, 2, 5
	Being respectful towards others					1, 2		1, 2, 5, 6



Dreams and Goals								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)							
	Making a choice or decision	5						4, 5
	Learning about rewards, choices and consequences		3	6			2	4, 5
	Expressing my viewpoints			5		6	1	
	Listening to, valuing and respecting the views of others		3	3, 4			5	4, 5, 6
Rule of Law	Creating a safe, happy environment to learn			4		3		
	Understanding rules and why they are important							
	Making positive behavioural choices			5		4		
	Learning about our responsibilities						1	
	Safeguarding and keeping safe							
Individual Liberty	Making informed choices		4	1, 2	3		1	1, 2
	Expressing individual views respectfully				5	4		
	Welcoming others and creating a positive learning environment					1, 3		
	Children’s rights (UNCRC)						6	
	Personal development (SMSC)	3	5, 6	1, 2	1, 4		1, 3	1, 2

Mutual Respect	Developing positive relationships with others (peers and adults)	4	3	3				3, 4
	Making and maintaining friendships							
	Welcoming others and treating others fairly	4			1	2, 4		4, 6
	Treating others with kindness and respect	4		6		2	4	
	Socialising and including others		3	3		6	5, 6	
	Teamwork and collaborating	1, 2	3	4, 5	5		6	3, 4, 5

Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice							
	Belonging and feeling valued	2	2, 3		2			3, 4, 6
	Learning about different faiths, cultures and people who are different to me						4, 5	3
	Listening to and showing respect towards other viewpoints						6	
	Learning about diversity				1			4
	Being respectful towards others	2	2, 3	3, 4, 6	1		2	3



Healthy Me								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)					1		
	Making a choice or decision					1, 5		
	Learning about rewards, choices and consequences					5		
	Expressing my viewpoints					6		
	Listening to, valuing and respecting the views of others							
Rule of Law	Creating a safe, happy environment to learn							
	Understanding rules and why they are important		4, 5			6		
	Making positive behavioural choices				5	6		
	Learning about our responsibilities				4			2
	Safeguarding and keeping safe	6	4, 5	6			2	2, 3, 4
Individual Liberty	Making informed choices	2	1, 2	4	4	1, 5	4, 6	1, 4
	Expressing individual views respectfully			2		3		
	Welcoming others and creating a positive learning environment				1	6		
	Children’s rights (UNCRC)					2		1, 2
	Personal development (SMSC)	4	6	3, 6	2, 3, 5	3, 4	1, 2, 3	2, 3

Mutual Respect	Developing positive relationships with others (peers and adults)	3, 4		5		1		3, 5
	Making and maintaining friendships			5		1		
	Welcoming others and treating others fairly				1	5		
	Treating others with kindness and respect				1	5	4, 5	
	Socialising and including others	3				2, 5	4, 5	
	Teamwork and collaborating				3	2		3

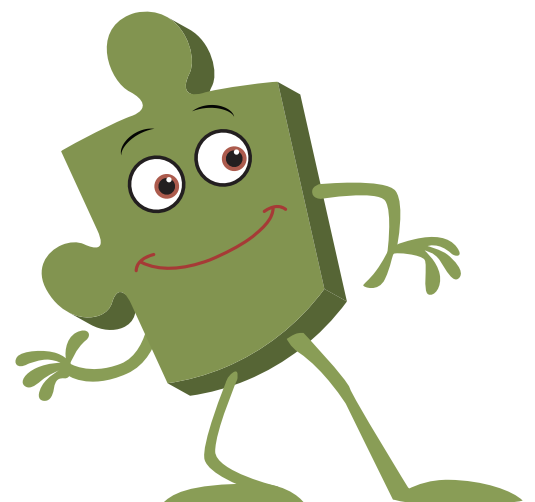
Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice					5		
	Belonging and feeling valued	6				2		5
	Learning about different faiths, cultures and people who are different to me							
	Listening to and showing respect towards other viewpoints	4			3, 6	6		6
	Learning about diversity					2		
	Being respectful towards others			4	3, 6		4, 5	5, 6



Relationships								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)				1, 5		6	5
	Making a choice or decision			3				
	Learning about rewards, choices and consequences						5, 6	4, 5
	Expressing my viewpoints			1	2		1	
	Listening to, valuing and respecting the views of others	1	1	1	2, 4			
Rule of Law	Creating a safe, happy environment to learn	1	2, 4		2, 4			
	Understanding rules and why they are important				2		5, 6	5, 6
	Making positive behavioural choices	4	2		2, 4	4		
	Learning about our responsibilities						5, 6	
	Safeguarding and keeping safe	4	4	2, 4	3		5, 6	5, 6
Individual Liberty	Making informed choices	5	3				1	4, 5
	Expressing individual views respectfully	1	3	1	1, 5			
	Welcoming others and creating a positive learning environment	2, 4	2	3	2	4		4
	Children’s rights (UNCRC)			2	5		3, 4	4, 6
	Personal development (SMSC)						5, 6	

Mutual Respect	Developing positive relationships with others (peers and adults)	2, 3	2	3, 4	2	1, 2	1, 2	2
	Making and maintaining friendships	2, 3, 6	2			1, 4	6	4
	Welcoming others and treating others fairly	1	2, 5		5, 6		3	1, 4
	Treating others with kindness and respect	4, 5	3, 6		1, 2, 5, 6	5, 6		1
	Socialising and including others	6		3	2		1	6
	Teamwork and collaborating	6			1, 2			

Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice	4, 5					4, 6	4, 6
	Belonging and feeling valued	3	2	6	1, 6	1, 4		2
	Learning about different faiths, cultures and people who are different to me	3		1	4, 5			
	Listening to and showing respect towards other viewpoints							
	Learning about diversity		1	1	4, 5		1	
	Being respectful towards others	6	1	1, 3	5	6		4, 6



Changing Me								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)					5		
	Making a choice or decision							
	Learning about rewards, choices and consequences					5		
	Expressing my viewpoints			4, 5				
	Listening to, valuing and respecting the views of others			4, 5				
Rule of Law	Creating a safe, happy environment to learn							
	Understanding rules and why they are important							
	Making positive behavioural choices							
	Learning about our responsibilities							
	Safeguarding and keeping safe		4	5				
Individual Liberty	Making informed choices			2		4	1, 6	1
	Expressing individual views respectfully			5	2, 3, 6	4		1, 5
	Welcoming others and creating a positive learning environment		4					
	Children’s rights (UNCRC)			5			1, 5	
	Personal development (SMSC)	2, 4	2, 3, 5	1, 4	3, 4, 6	1, 3	5	6

Mutual Respect	Developing positive relationships with others (peers and adults)	1, 3	5	6	5			4, 6
	Making and maintaining friendships					6	6	4
	Welcoming others and treating others fairly							
	Treating others with kindness and respect	4	1, 4		5		2, 3	3
	Socialising and including others		2				5, 6	
	Teamwork and collaborating							

Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice							
	Belonging and feeling valued		1				6	2, 6
	Learning about different faiths, cultures and people who are different to me							
	Listening to and showing respect towards other viewpoints				2, 5			5, 6
	Learning about diversity		1					
	Being respectful towards others	4	4		2, 5	3	1, 6	2, 4

