

NEWSLETTER

Thursday 21st March 2024

SPRING 2 TERM

Hello everyone

It is the end of a short half term and as we near the Easter break, I would like to reflect on some of our spring highlights:

- We have held a number of successful open events for our nursery and after Easter we look forward to welcoming 2 year olds into our school family.
- We have enjoyed our 'Country Life' topic and our visit next door to the Spencer's Farm. Surprisingly, for many of the children, this was their first time visiting a working farm...
- We held a number day in support of the NSPCC where we had a giant inflatable unicorn and dinosaur in attendance! Only at Leavening...
- The children have enjoyed our extra-curricular offer of disco, art, sport, jewellery making and choir club.
- We have competed in a football tournament.
- We have enjoyed World Book Day including a visit from our very own governor Neil Clark who also happens to be a published author.
- We have engaged in Science week and have been visited by another governor of ours, Neil Audsley, who happens to be a Scientist.
- We dressed 'red to toe' to support another worthwhile charity, Comic Relief.
- We have continued with parental engagement by way of our parent-teacher meetings and opening our classrooms to the 'seeing is believing' events this half term.

Finally, we are enjoying a non-uniform day today in preparation for our family bingo event this evening and tomorrow we would like to welcome you all to our annual spring time concert, here at school from 9.30am.

On behalf of the staff team, we wish you a happy and peaceful Easter break and look forward to welcoming the children back on Tuesday 9th April. Take care

Sian Mitchell

School Attendance

11 March 2024 - 15 March 2024

Our school weekly attendance was: 95.3%

This was above the **primary national average: 94.1%**

Attendance **this week** so far: **94.1%**

Attendance **this term** so far: **95.7%**

DIARY DATES

MARCH

Thursday 21st

Non-uniform in exchange for a chocolate donation for the bingo

Pop-Up Library Visit (afternoon)
FOLS Chocolate Bingo Event
5.30-7pm (Tickets on sale now)

Friday 22nd

Last day of term
Spring Concert 9.30am
with refreshments. All welcome!

APRIL

Monday 8th

Staff training day

Tuesday 9th

Year 6 SATS Info Meeting
3.15pm (Please let the office know if you are attending)

Thursday 11th

Forest School Day
(Further details to follow)

Friday 12th

Bags 2 School collection 9am
(See poster within Newsletter)

Monday 15th

Seeing is Believing (9-10.30am)
All parents/carers are invited to classes (please email the office if you wish to attend)

Friday 19th

Swinton Brass Band Workshop
(Further details to follow)

REMINDERS

ALL ParentPay balances on your child's account should be clear. If you have any queries or issues regarding your ParentPay account, please get in touch with the office ASAP.

Thank you.

Our Safeguarding Team at Leavening CP School:

Our Designated Safeguarding Lead is: **Mrs Mitchell**

Our Deputy Designated Safeguarding Lead is: **Mrs Bennett** | Our Safeguarding Governor is: **Dr Neil Audsley**

In PSHE we have been focusing on 'Healthy Me' which covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

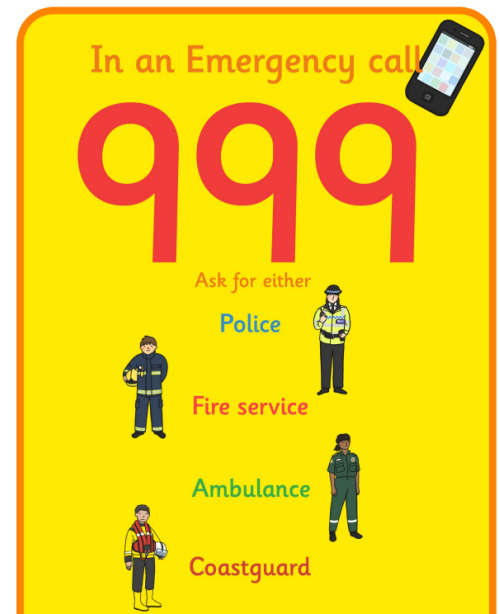
Over the last couple of weeks in KS2 we have been thinking about the risk and effect of Drugs (Years 3 and 4) as well as promoting a positive body image (Year 5 and 6) The children involve themselves in discussions with a mature and considerate approach to their thinking and learning. Our curriculum poses challenges and requires pupils to consider negative aspects of these sensitive topics. Of which our children respond to with an open and inquisitive mind. Please see the end of this newsletter for more information on this topic.

Emergency Aid training

The children in Oak Trees have received training on emergency aid. They know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. They also know how to keep themselves calm in emergencies.

Please speak to your child about what they have learnt.

They had fun working in pairs and learning how to out someone in the recovery position and when this may be needed. They have also learnt who to call in different emergencies...

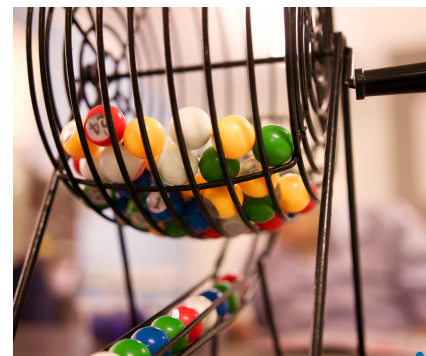


FOLS CHOCOLATE BINGO EVENT - FROM 5.30PM TONIGHT!

Adults: £5/each Children: £3/each.

Tickets are on sale NOW from the office (cash only please)

Please support the school with this fundraising evening, which is sure to be lots of fun! 😊 We encourage parents to bring their own snacks/nibbles for their table. We will be having a 'donation bar' with various refreshments and snacks on offer. **Tickets can also be bought on the door.**



At the end of last term, our kitchen at Leavening CP School had a food hygiene inspection by the **Food Standards Agency**.

The Food Safety Officer reviewed the levels of hygienic food handling, cleanliness, facility conditions, and food safety management within the kitchen. They confirmed the highest **Food Hygiene Rating of 5** – a standard that is 'Very Good'. The Food Standards Agency work to ensure that food served and sold by businesses is safe, factual, healthy, and sustainable.

We are delighted our school is recognised in having the most excellent standards when serving food for our pupils at lunchtimes. **Well done Hayley!**

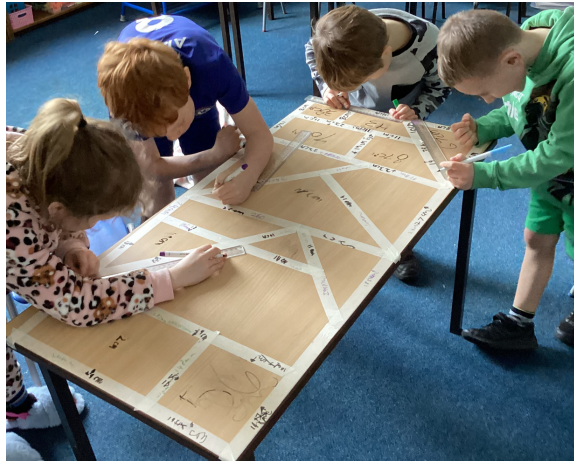


There's lots going on at **Yorkshire's racecourses this Easter**, if people are looking for things to do

[Family Fun At Easter Across Yorkshire's Racecourses](#) | [Go Racing](#) | [Yorkshire Horse Racing](#)

<https://goracing.co.uk/blog/family-fun-at-easter-across-yorkshires-racecourses/>

Recent highlights from Oak Trees Class



Maths challenge -

Team Orange have had a fantastic maths time, recapping and building their measuring, perimeter and addition skills. They have worked hard during their maths topic and had a blast working as teams to show off their skills. Well done Team Orange, keep up the great maths work!



Author Visit as part of World Book Day -

Oak Trees were super lucky to have a visit from artist, author (as well as school governor!) Neil Clark. The children really enjoyed striking power stances and creating characters. There is definitely some inspire authors. Thank you for the visit!



Science Week

Dr Audsley's visit-

From creepy crawlies to epic stories! We were very lucky to have a visit from Dr Audsley and his collections of bugs and equipment from his job as a scientist. Oak Trees loved listening to the adventures of Dr Audsley and his job, with some highlights hearing about how he uses paintball guns to spread moth scent in the trees! We really enjoyed hearing about his scientist life and how to get into a science job! Thank you Neil.



Science Highlights

Oak Trees have been rounding off their studies of plants in science. We dissected a daffodil and learnt all about the functions of each part. We also had a visit from a bee and a flower (Zac and Amelia) to see how pollination fits into the life cycle of a plant! We have had a fabulous time learning all about plants and this week we will be finishing off with making a leaflet explaining all the different things we have explored. Well done Oak Trees.



Football Tournament

On Wednesday 13th March, Mr Mortimer's Extra-Curricular football team, took part in the tournament held at Norton College.

A huge thank you again to the parent volunteers for providing transport on the day. Without this help, such events cannot take place.

Despite the rather grim weather conditions, the team never gave up and did us proud while battling the elements. We are very proud of you all.

Well done everyone!



Recent highlights from Conkers Class

World Book Day

Conkers Class and Acorns enjoyed a visit from author Neil Clark (aka Nola's daddy) on World Book Day.

They talked about watching his Rusty the Squeaky Robot story on CBeebies bedtime hour, before he read his latest story Sparkle and Splodge. We are incredibly lucky to have such talented parents who are willing to share their experiences with the children. Thank you Mr Clark!



Geography field walk around the village

Conkers Class and Acorns went for a walk around our local area to use the new compasses purchased by school to find our way and give directions. This added a further element of fun to World Book Day... proving that even superheroes and dinosaurs need to follow directions now and again!



Forest School Day - Topic Launch Event!

We are excited to announce our '**Journeys into the unknown**' topic launch day will take place on **Thursday 11th April**. This is for the *whole* school (including Nursery). The plan for the day involves children tackling challenges that will spark creativity, problem solving and teamwork skills in the Forest School area of the school field. Children will enjoy stick-whittling and campfire cooking, sharing stories and songs before enjoying some well-earned treats around the fire.

Children will need to come dressed in **thin layers**, complete with a **waterproof coat and wellies**, and should bring a **named water bottle**.

We will return to school for lunch and to use the toilets during the middle part of the day, before returning in the afternoon. We are certain it will be lots of fun!



BAG 2 SCHOOL

FREE FUNDRAISING FOR SCHOOLS

In partnership with your school or organisation



Leavening Community Primary School

Bag 2 School is a company that specialises in the reuse and recycling of good quality second-hand clothing and we have arranged to make a collection from your school. All the bags will be weighed and you will be paid for the total weight collected. Remember, the more you collect the greater the benefit to your school.



PLEASE USE YOUR OWN BAGS (THERE IS NO LIMIT).

When the clothes have been removed from the bag the plastic will be packed and sent for recycling.

We are collecting good quality items for RE-USE:

Men's, ladies' & children's clothing, paired shoes, handbags, belts & accessories.

(No uniforms, workwear, pillows, duvets or pieces of fabric please)

***The more we weigh the more we pay!
Extra bags are welcome - there's no limit***

Please return your Bag2School on:

Friday 12th April 2024 by 9am



01609 780 222



www.bag2school.com



helpdesk@bag2school.com

10 Top Tips for Parents and Educators

DEVELOPING HEALTHY SLEEP PATTERNS

Quality sleep is paramount for wellbeing as it impacts our cognitive function, emotional balance and overall health. A World Health Organisation study highlighted that 44% of young people reported difficulty sleeping – potentially affecting their mood, concentration and immune system. Our guide offers expert tips for helping children to sleep more healthily.

1 MINDFUL TECH USE

Encourage a balanced approach to screen time. While phones, laptops, tablets and so on can serve as a helpful means of stress relief, it's advisable to minimise their use right before bed. These devices can keep the mind racing long after they're switched off, impacting how easily and how well a person can sleep.

2 EFFECTIVE SLEEP PRACTICES

Offer practical advice on reinforcing certain habits that have a positive influence on sleeping patterns. Children could start keeping a diary which they add to each evening, for example – or they could use up excess energy by exercising during the day.

3 HYDRATION HABITS

Underline the importance of drinking plenty of water throughout the day, while limiting drinks close to bedtime to prevent disruptions during the night: it's a lot harder to switch off if you keep needing to get out of bed for the toilet. Avoiding caffeinated drinks later in the day also allows the body and brain to slow down naturally, without any chemicals firing them back up.

4 CONSISTENT BEDTIME SCHEDULE

Assist children in developing consistent bedtime routines that tell the body it's time to wind down, promoting a more relaxed state. Establish specific activities for young ones right before going to bed – such as brushing their teeth – to set up an association between that action and falling asleep.

5 OPTIMAL SLEEP ENVIRONMENT

Ensure that the bedroom is comfortable, dark and free from distractions, fostering an ideal space for quality rest. The room's temperature should also be suitable for sleeping – that is, not too hot and not too cold – while rooms should be kept as tidy and free of clutter as possible.

6 RELAXING EVENING ACTIVITIES

Recommend activities that have a calming effect on the mind – such as reading or gentle stretching – in the lead up to bedtime, to prepare the mind for a peaceful night's sleep. Doing something quiet, relaxing and low intensity signals to the brain that it's time to rest and makes falling asleep much easier.

7 PRIORITISING ADEQUATE SLEEP

Emphasise the crucial role of sleep in maintaining physical and emotional wellbeing. It's especially important to sustain a healthy sleep pattern during challenging and intensive periods in our lives: during the exam season for children and young people, for instance.

8 NUTRITIONAL BALANCE

Highlight the significance of a healthy, balanced diet – and its role in establishing a more consistent sleep pattern. Try to lean towards preparing meals with plenty of fruit and vegetables, served in reasonable portion sizes: not only is this a lot healthier, but it also reduces the chances of feeling too full to be comfortable in bed.

9 PARENTAL SUPPORT

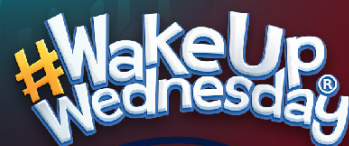
Parents and carers, of course, are uniquely situated to support their children in establishing and maintaining healthy sleeping habits. Parents can review their own sleep habits (incorporating anything from this list that they don't do already) to model a balanced bedtime routine and reinforce the importance of self-care.

10 MILITARY SLEEP METHOD

Look up 'the military sleep method': it's a technique for falling asleep quickly, which incorporates deep breathing exercises. You could encourage children to try it or even use it yourself. While it can take a good deal of practice to perfect, eventually it will start to feel natural – and the results are often extremely impressive!

Meet Our Expert

Minds Ahead design and deliver the UK's only specialist postgraduate mental health qualifications. Winner of the Social Enterprise UK: 'One to Watch' award, the charity provides training and support to education organisations and local authorities. This guide has been written by Adam Gillett – a learning and development specialist who is also Associate Vice-Principal for Personal Development at a large secondary school.



10 Top Tips for Parents and Educators PROMOTING STORYTIME

Being read to regularly can help the under-fives in acquiring literacy; teaches them the value of books and stories; and sparks their imagination and curiosity. Reading to babies, meanwhile, provides the building blocks of language development and the beginnings of social and emotional skills. Here are our top tips for helping children discover the wonder of stories.

1 BE A READING ROLE MODEL

Children thrive on copying the behaviours of adults around them, so it's vital to model regular reading habits: if your child sees you reading, they're likely to copy you. Reading on a screen could be misinterpreted by a child as a different activity, so a printed book is preferable.

2 JOIN A LIBRARY

Local libraries are a cost-effective way of introducing your child to new books. Libraries often host free events to build engagement with reading. Librarians can recommend books based on age, interests, genre or author. Having their own library card and choosing their next read can be exciting for little ones.

3 TAKE IT IN TURNS

Taking turns to read and turn the pages can build your child's confidence and lets you model what's expected. For younger ones, reading doesn't have to mean the exact words on the page – they might prefer their own version! Reading to different audiences is useful: teddies are excellent listeners!

4 CATER TO THEIR INTERESTS

Like adults, children tend to favour books with themes they're interested in. If they're less keen to move away from their preferred subject matter, you could vary the type of book they read by swapping between fiction and non-fiction. There'll be plenty of scope to diversify as they grow up.

5 BUILD READING INTO YOUR DAILY ROUTINE

Building reading into your daily routine will have a positive impact. Just before bedtime is ideal for many families, helping settle the child to sleep. The adult usually reads the story, but children enjoy more interactivity as they get older. It can be handy to have books with you when out and about.

6 USE PICTURES AND PROPS

Most children's books contain beautiful illustrations which enrich the text. Spend time discussing these with your child and pointing things out. As well as doing voices for different characters and making any relevant noises, you could also enhance story time with props such as toys or puppets.

7 RELISH THE LANGUAGE

The language in children's books is varied and rich; sometimes they might include words children are less familiar with, so you can take the opportunity to explain what they mean. With younger children, you could try paraphrasing certain sentences afterwards to help with understanding.

8 A COMFORTABLE ENVIRONMENT

Where possible, read to your child in an environment that's free from distractions. This helps children to get fully immersed in the experience, supporting their concentration and engagement. Doing this often can help to build up the child's ability to focus for greater lengths of time.

9 TAKE REGULAR BREAKS

Although reading can be hugely enjoyable, children can sometimes struggle to sit for long periods or to engage with texts fully. Have regular breaks: reading a few pages is better than none. You could also have some movement breaks – there's no particular 'right' or 'wrong' way to enjoy a story.

10 RE-READ FAVOURITES

Most children have certain stories that they love hearing again and again. This repetition lets them become familiar with language patterns and more engaged by feeling able to join in. Choosing other books by your child's preferred author can help them to discover new favourites.

Meet Our Expert

Kara Kiemann has worked in senior leadership positions (both in the UK and internationally) for 15 years, supported by an MEd in Educational Leadership. As an educational consultant, she now delivers training for a range of organisations – notably on EYFS practice and child development. Previously, Kara was head of a nursery and junior school and has also been a director of early years.



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10 Top Tips for Parents and Educators

ENCOURAGING OPEN CONVERSATIONS AT HOME

With tricky topics and occasional clashes of opinion, it can be challenging to maintain an environment where children feel able to talk candidly and honestly. However, encouraging such conversations helps to develop trust – making it easier to unpack even sensitive subjects as children get older. Here are our top tips for promoting open conversations at home.

1 CREATE A SAFE SPACE

Criticism, blaming or shaming can all prevent children from feeling emotionally safe – while showing affection, positive attention and an interest in what a child has to say builds their sense of security. These formative years are when children's opinions and values begin to take shape, so it's important to provide a non-judgmental environment in which to discuss them – especially if their opinions differ from your own.

2 CONSIDER OTHER OUTLETS

Some children may find it easier to talk while they're participating in another activity such as drawing, writing, walking or sport. If it's possible, taking part in these activities together presents you with an opportunity to communicate while doing something side by side. A child may feel less pressure that way and can be more inclined to open up of their own accord.

3 NORMALISE CHATS ABOUT FEELINGS

Incorporate mental health and emotional wellbeing into everyday conversations, using age-appropriate language and examples to help children understand their emotions. Ask questions like "How are you feeling today?", "What was the best and worst part of your day?", "If you could start today again, what would you do differently?" and "Is there anything you want to talk about?"

4 LISTEN ACTIVELY

When children express themselves, make it obvious that you're listening closely and giving them your full attention. Maintain eye contact and validate their feelings without immediately trying to solve the problem. It's not helpful to dismiss their issues as childish or 'teenage angst' – or to assume that they'll simply 'get over' whatever they're feeling. Children don't have your life experience; their resilience is still developing as they learn to push through difficulties and handle problems.

5 ASK OPEN QUESTIONS

Encourage children to share their thoughts by asking open questions about their feelings and experiences. Closed questions (such as "Did you enjoy school today?") are more likely to elicit a simple "yes" or "no" response. Instead, you could ask things like "Who did you spend time with at break?" or "Who did you sit with at lunchtime?"

6 RESPECT THEIR BOUNDARIES

If a child isn't ready to talk to about something yet, respect their boundaries; this reinforces that their feelings are important and worthy of consideration. Ideally, you're aiming to let them know you care without smothering them, so just make it clear that you're there for them whenever they're ready to chat. Gentle, regular check-ins can sometimes be the best form of progress.

7 LEAD BY EXAMPLE

Model open, honest and healthy communication in front of children and young people. Try to demonstrate kindness when talking about others and yourself, because if children hear adults being overly harsh, critical or judgmental, or see them having unrealistic expectations of themselves, it makes them more likely to adopt and repeat this behaviour themselves as they grow.

8 HAVE REGULAR CHECK-INS

Check in with children periodically to discuss how they're feeling and what's going on in their lives. This could be a weekly or monthly conversation, where the child has an opportunity to share whatever's on their mind. For parents and carers, getting away from the house and other distractions might be productive here; you could consider regular trips to a coffee shop or a café, or just a weekly walk.

9 PROVIDE RESOURCES

It's often beneficial to let children know about other support that's available to them if they're struggling to talk to you specifically. Encourage them to talk to school counsellors, trusted adults or even a therapist, if necessary – while normalising this route and dispelling the harmful stigma around asking for help. Older children could engage with resources such as Kooth or YoungMinds.

10 CELEBRATE EMOTIONAL EXPRESSION

It's beneficial to praise children for expressing their feelings honestly – emphasising how important it is to talk about their emotions and how proud you are of them for doing so. This can be especially pivotal for boys, who often experience more of a stigma around talking frankly about their feelings and their mental health – a barrier that can be overcome, with enough love and support.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



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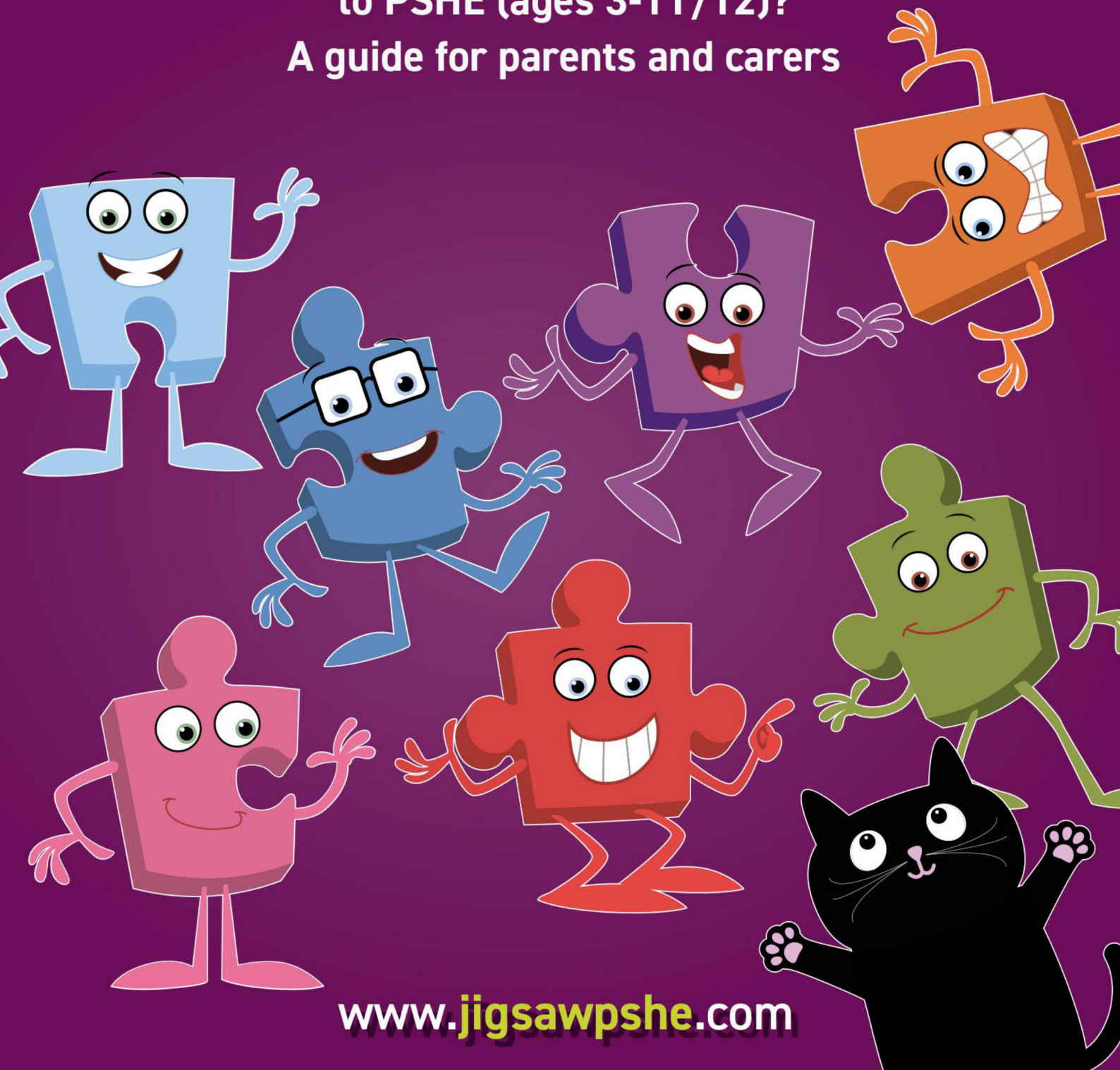
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Jigsaw!®

The mindful approach to PSHE

What is Jigsaw, the mindful approach
to PSHE (ages 3-11/12)?

A guide for parents and carers



www.jigsawpshe.com

What is PSHE Education?

PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

What do schools have to teach in PSHE Education?

According to the National Curriculum, every school needs to have a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life;
- promotes British values.

Primary schools in England also need to teach Relationships and Health Education as compulsory subjects and the Department for Education strongly recommends that they should also include age-appropriate Sex Education.

Jigsaw supports our ethos and values and everything we are trying to teach the children.

Schools also have statutory responsibilities to safeguard their pupils (Keeping Children Safe in Education, DfE, 2019) and to uphold the Equality Act (2010).

The Jigsaw Programme supports all of these requirements and has children's wellbeing at its heart.

As a parent, it's lovely to get an insight into what children want to do. The set up with Jigsaw is fantastic.



What is Jigsaw, the mindful approach to PSHE, and how does it work?

Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn.

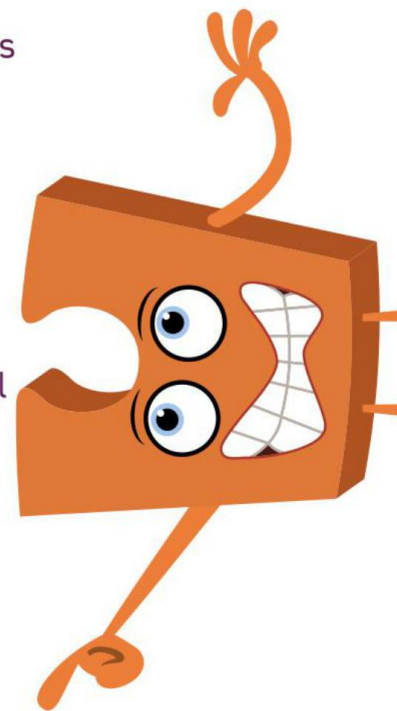
Jigsaw is a comprehensive and completely original PSHE Education programme (lesson plans and teaching resources) for the whole primary school from ages 3-11 (12 in Scotland). Written by teacher and psychotherapist, Jan Lever MBE (services to education) and teachers, and grounded in sound psychology, it also includes all the statutory requirements for Relationships and Health Education, and Sex Education is also included in the Changing Me Puzzle (unit).

Jigsaw has two main aims for all children:

- To build their capacity for learning
- To equip them for life

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

It's great for children to have this experience, to think ambitiously, and to have aspirations.



Each Puzzle starts with an introductory assembly, generating a whole school focus for adults and children alike. There is also a Weekly Celebration that highlights a theme from that week's lesson across the school encouraging children to live that learning in their behaviour and attitudes.

What will Jigsaw teach my child?

The overview below summarises the content in each of Jigsaw's units of work (Puzzles):

Being Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this Puzzle.

Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.

Healthy Me covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

Relationships starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes. .

Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in some year groups at the school's discretion. Jigsaw has produced a separate leaflet explaining the approach taken with Relationships and Sex Education. Your child's school can make this available to you on request.

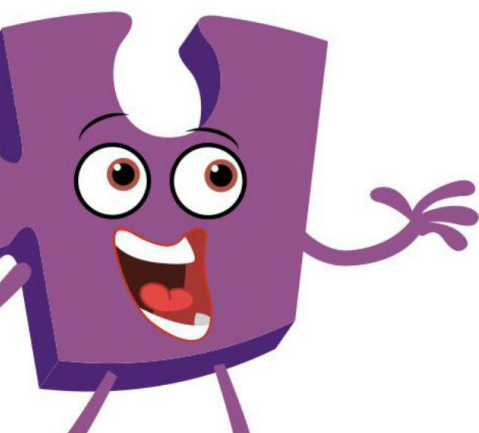
It's fun because we learn about different things each time.

What else is included?

There are numerous additional aspects of the Jigsaw Programme to enhance the learning experience, including the Jigsaw Friends (jigsaw-shaped soft toys used as teaching aids), Jigsaw Chimes and Jigsaw Jerrie Cats (used to help and encourage calming and mindfulness practice).

Every Jigsaw lesson includes mindfulness practice. Mindfulness is being able to observe your own thoughts and feelings as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings through the Calm Me time exercises (using the Jigsaw Chime) and Pause Points (using Jigsaw Jerrie Cat). This helps to develop their awareness, and their capacity to be mindful human beings. Learning is thus enhanced as emotions and behaviour are self-regulated.

Children love the chime! Everyone has taken it on board.



How can I find out more information about Jigsaw PSHE?

The best thing to do is to talk to your child's teacher about how Jigsaw is taught in school. Alternatively, you can talk to the school's head teacher, or the teacher who is responsible for leading PSHE across the school. To find out more, parents and carers are also very welcome to visit the Jigsaw website www.jigsawpshe.com.



Since the school started Jigsaw, children are more supportive of each other. They look out for each other and are more caring.

Jigsaw has made us more visible, we used to not want to talk about things, we were a bit scared to talk, but now we have learned about it we know more and it's OK to talk about it with our class.

