

Junior Award Scheme for Schools is a holistic accredited learning programme for children and young people aged 5 – 13 years. It develops interpersonal skills: communication, problem solving and teamwork; and builds the self-confidence and sense of well-being to engage in formal education.

An inclusive award which provides a structure for the start of vocational learning.



# Junior Award Scheme for Schools

JASS is a progressive learning programme for children and young people aged 5 – 13 years which has been designed to recognise wider achievement. The programme can be delivered in both school and youth work settings and provides a means of delivering and auditing wider learning objectives.

JASS supports schools and communities to address the priorities of the National Improvement Framework. It can be used to help learners to develop awareness and active participation in contributing to the Sustainable Development Goals which is an international priority. It makes an important contribution to Developing the Young Workforce through community partnership working and the development of transferable skills. In addition to these important educational priorities, JASS can:

- Be used as a transitional tool for young people going from primary into secondary education
- Be tailored to the interests and abilities of individual pupils
- Provide a platform for the start of vocational learning
- Help schools and youth groups build partnerships with parents, community partners and local businesses
- Address and bridge the attainment gap, building self-confidence, self-belief and building capacity in young people by ensuring that they experience achievement.
- Provide health and wellbeing benefits which will impact on the academic challenges which young people face. It will help them be more active and developing their ability to make better, healthier lifestyle choices.

“**JASS supports the transition from primary to secondary education.**”

- Provide an excellent tool to assist teachers with pupil profiling, evidencing the breadth, variety and cross curricular links within a school. The vast majority of the work is being done in schools already, therefore it is popular with teachers as it does not impact massively on their work load.
- Act as an umbrella award, so that other awards and certificates can be gained.

## The JASS Programme

**JASS is designed to be delivered by teachers and youth leaders. It is progressive over eight levels with an increased minimum time commitment at each level and an expectation that participants take more responsibility for management of their programme as they progress. It has the flexibility to fit into school or youth work timetables. Participants are awarded a sectional certificate on completion of each section and a full certificate and badge on completing an award level.**

JASS is available either in hard copy to include folder, sectional pages and personal details/reflective summary page or through our eJASS platform. All certificates and badges are provided.

### Participation

**The participation times shown are minimum requirements. Sections can be run concurrently or consecutively. Typically an award is achieved over an academic year, but can be completed in longer or shorter periods as appropriate. White to Silver targeted at primary school ages, Gold secondary.**

|               | My Interests                 | Get Active, Stay Active      | Me and My World              | Adventure |
|---------------|------------------------------|------------------------------|------------------------------|-----------|
| <b>White</b>  | 2 hours over school term     | 2 hours over school term     | 2 hours over school term     | 1 hours   |
| <b>Yellow</b> | 3 hours over school term     | 3 hours over school term     | 3 hours over school term     | 2 hours   |
| <b>Red</b>    | 4 hours over school term     | 4 hours over school term     | 4 hours over school term     | 2 hours   |
| <b>Green</b>  | 5 hours over school term     | 5 hours over school term     | 5 hours over school term     | 3 hours   |
| <b>Blue</b>   | 6 hours over school term     | 6 hours over school term     | 6 hours over school term     | 4 hours   |
| <b>Bronze</b> | 8 hours over school term     | 8 hours over school term     | 8 hours over school term     | 4 hours   |
| <b>Silver</b> | 12 hours over school term    | 12 hours over school term    | 12 hours over school term    | 5 hours   |
| <b>Gold</b>   | 18 hours over 2 school terms | 18 hours over 2 school terms | 18 hours over 2 school terms | 8 hours   |

### The Four Sections

- My Interests** – A new hobby or interest or one which can be further developed
- Get Active, Stay Active** – regular involvement in a sport or physical activity
- Me and My World** – a community or environmental project
- Adventure** – a teamwork challenge through involvement in an outdoor activity

# School Setting: Kirkriggs Primary School

“We wanted to enrich our curriculum and support pupils who struggled developing positive relationships or who had displayed anxiety or low self-esteem in year 5 and 6. However, we realised that such a group required support socially and emotionally. We identified peer role models to work with the group and chose 14 pupils to pilot JASS at bronze level during the summer term.

We worked on the skills needed to evidence all four areas of the JASS award with pupils being proactive in taking part in activities, both in school and at home. Teachers quickly became aware of the impact of the programme. The positive role models asserted themselves when needed in the group leading on activities and leading by example on behaviour and attitude.

Pupils have benefitted from a wide variety of activities planned by the school to provide evidence for the award including snowboarding at a local ski centre and volunteering in the local park. Participation in JASS has provided access to activities that they would not otherwise have had the chance to do. Their evaluations showed that the activities were rewarding and provided them with a sense of achievement. Their involvement has raised their aspirations and given them the confidence to travel outside of their local area to try new activities. In school, pupils are more engaged and there have been lower

incidents of poor or negative behaviour. With new self-confidence and being keen to impress, the class work by pupils involved in the pilot has improved significantly.

The group is not just about big adventures, we meet on a weekly basis, where pupils have been participating in a session on animal welfare and learning how to be responsible for the animals in school. We now have a vegetable bed and will be planting vegetables to feed our rabbits to learn about sustainability. Pupils have planned and facilitated a community event for the elderly to help those vulnerable or lonely to have a place to come and meet others. The event was a great success and we have already begun planning the next one.

Identified staff have been heavily involved with the group to develop positive relationships in preparation for the transition from year 5 to year 6 and from year 6 to high school. Pupils who will be in year 6 next year will work

towards the Silver award whilst other children coming into year 5 have already been identified and will work towards the Bronze award. Therefore, a wider range of pupils will be involved and gain accreditation for their efforts.

Overall, the JASS award has been rewarding and provided a sense of belonging for everyone involved. All the pupils have benefitted socially and emotionally and have made progress. Although the national curriculum does not measure this type of progress, this award recognises the achievements of those pupils that can often be hard to reach due to their challenging circumstances. In many ways involvement in JASS has provided the soft skills and self-belief to prepare them for classroom learning. Our school has recommended this to other schools and local councillors who have championed its success in helping community cohesion and developing good citizens of the future.”

# Youth Work Setting: Royston/Wardieburn Community Centre

The Centre is in an area deprivation in North Edinburgh. Allan Hosey, and his youth work team, have developed an excellent after school programme to support local families. They piloted JASS by starting three JASS groups, each with 5 young people, per week.. They focussed on the ‘My Interests’ section of JASS doing stop-gap animation. In addition to producing a short animated film, each group recorded their progress weekly on their JASS records.

“For us it’s about keeping it flexible and keeping up the kids’ interest in the programme” (Allan Hosey)

The Adventure section was delivered as part of the summer programme in partnership with the Sport and Outdoor Education Unit. This included two days of gorge walking and rock climbing. Participants loved it.

“We just “tweaked” the summer programme for those doing JASS rather than laying on anything new”

Further groups are now running with most of the young people being pupils of Granton Primary School.. JASS has strengthened the partnership between the school and the community centre. JASS can be tied in with school projects, for example ‘World War 2’ and the ‘Egyptians’.

“We were doing programme groups but JASS has helped us to be a lot more focussed.

One group has started run training for their Get Active, Stay Active section and are building to do a 3k race.

“We have learnt from the pilot to plan for the whole section with each group”.

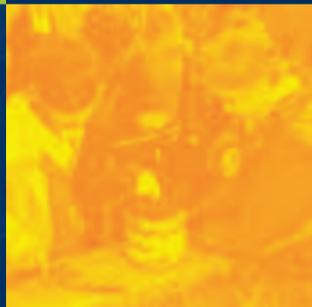
Each weekly session starts with 10 minutes in the computer suite updating records and planning future targets.

“It’s taken a while for the youth workers to get used to JASS, there was no culture of certification”.



*“Some pupils have become far more confident in their own abilities and have learnt not to be scared of unknown experiences. A lot of success for all pupils was achieved through JASS.”*

The Royal Blind School, Edinburgh.



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*JASS is a universal and inclusive programme which takes an holistic approach to developing our young people. JASS is a powerful medium for developing confidence, resilience and self-esteem in an engaging, motivational and rewarding way which ensures that every child achieves – and has this success celebrated. A key driver of the JASS programme is ensuring positive outcomes for our young people. This driver is also the aspirational aim of many child-centred policies of national and international governments.*

Bonhill Primary School, West Dunbartonshire.