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| **Sacred Heart Catholic Primary School – Curriculum Intent for PSHE***We strive to nurture a love of learning through excellence in learning, pastoral care and faith formation.* |
| **Faith** | **Hope** | **Love** |
| Our curriculum:* Allows pupils to have **faith in themselves** and develop a **growth mindset** so that they become **inquisitive** and **resilient** learners who understand their emotions and how they learn.
* Sets **high expectations** for all pupils so that no child is left behind.
 | Our curriculum:* Gives pupils a voice to talk about their feelings, experiences and concerns so they can **communicate effectively** and **articulately**.
* Provides opportunities for pupils to understand their own and others mental health and wellbeing.
* **Empowers** pupils to support each other’s mental health and wellbeing.
* Allows pupils to **work collaboratively** and problem solve.
 | Our curriculum:* Allows all pupils to love and **celebrate** our talents and gifts.
* Strengthens understanding of British Values so that pupils develop a sense of **citizenship**, **community** and **equality**.
* Allows children to **express their feelings and experiences with growing confidence.**
* Allows children to consider the feelings of others and how to **support and look after one another**.
* Links to E-safety in the Computing curriculum which helps to develop **physical** and **mental health** of ourselves and those around us.
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| **Sacred Heart Catholic Primary School – Curriculum Implementation for PSHE***We strive to nurture a love of learning through excellence in learning, pastoral care and faith formation.* |
| As part of the Merton Mental Health Trailblazer, Sacred Heart follow the Jigsaw PSHE programme. Jigsaw offers a comprehensive and progressive programme of study for Nursery to Year 6, including statutory Relationships and Health Education, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.Jigsaw is taught weekly in all year groups following the Jigsaw Units: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. All units have a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Lessons are broken up into 5 parts: Jigsaw Charter, Connect us, Calm me, Open my mind / tell me / show me, and Let me learn. To enhance the PSHE curriculum, we have special curriculum days and weeks which include:* Mental Health Awareness Day (Be Kind To Your Mind Day) in October to expand the children’s understanding of the importance of looking after their own, and others, mental health.
* Anti-bullying week in November to consolidate understanding of what bullying is, the definitions and what to do if witness or experience bullying. Alongside this, ‘Odd socks/shoes day’ encourages the children to celebrate their uniqueness.
* Walk to School initiative encourages children to make healthier choices by walking to school and identify the benefits.
* Walk into Nature with God Week links the PSHE, Geography and RE curriculum by combining the Anniversary of Laudato Si, International Day and Walk to School week.

In September 2020, a new mini topic called ‘This is how I feel...’ was implemented to support pupils identify and understand their emotions after a turbulent few months and returning to school. Nursery to Year 3 were given a range of children books that explored different feelings. For example: *My Friend is Sad* by Mo Willems, *Ruby’s Worry* by Tom Percival and *Under the Love Umbrella* by Davina Bell. Year 4 to Year 6 watched specific clips from the Pixar film *Inside Out* as a stimulus. They used it to discuss and identify different emotions, how these can be complex and how they can be presented in different types of behaviour. To allow children at any point throughout the day to share any worries or anxieties or questions, each class has an *I Wish My Teacher Knew* box. This is a cognitive-behavioural therapeutic approach to addressing excessive worry or anxiety a child may have. This box is checked daily and adults take appropriate action promptly to support the child. Following a success of this initiative, a similar model is carried out for staff as part of the whole school wellbeing approach. |
| **Sacred Heart Catholic Primary School – Curriculum Impact PSHE***We strive to nurture a love of learning through excellence in learning, pastoral care and faith formation.* |
| PSHE curriculum development is linked with the school’s key SDP objectives (Objective 2: Excellence in Well-being and personal development).Pupil voice was captured in a pupil survey in Spring 2019 when asked about PSHE. Here are some responses:* “I love Jigsaw!” – Reception pupil
* “My favourite part is when we work as a team and we play lots of games.” – Year 2 pupil
* “I like it when we play ‘Switch’ because we get to learn things about other people.” – Year 2 pupil
* “Our PSHE lessons help me to think about how I play outside in the playground and how I can help my friends!” – Year 6 pupil

The teaching of PSHE was referenced to in the Section 48 report from November 2019:* “Personal, social health and economic (PSHE) education and relationship and sex education (RSE) are well planned and consistently well taught.”
* “They reflect Catholic teaching and principles and follow Diocesan policy and guidelines.”

A Peer Review with Merton Head teachers and Deputy head teachers looked at the teaching of PSHE and how the curriculum links to our Religious Education.The teaching of PSHE was monitored by the school governors during a Governors Morning in February 2020. Lessons were observed and pupils from across the school were interviewed to discuss what they think of PSHE lessons and the provision. Here are some responses:* “Next year we have to do our SATs and PSHE will help us.” – Year 5 pupil
* “It’s time to talk about what we’re thinking about and our worries.” – Year 5 pupil
* “I like talking about my feelings.” – Year 5 pupil
* “PSHE is really calm and peaceful.” – Year 6 pupil
* “I like the chime because I know what’s coming next.” – Year 1 pupil

PSHE monitoring has shown:* Lessons are well taught following the Jigsaw programme.
* Pupils enjoy and are engaged in PSHE lessons.
* Pupils are respectful to one another and listen to one another.
* Lessons are adapted based around the pupils needs or existing emotions.

A PSHE staff survey was carried out in June 2020. Staff spoke of how the Jigsaw provides valuable cross-curricular links, “[Jigsaw] also allows flexibility e.g. Anti-bullying week, heathy eating, Black History Month, Black Lives Matter - open to lots of possibilities.” In Early Years Foundation Stage (EYFS), staff spoke about how the topics of Jigsaw are well incorporated into the daily learning as part of the development framework. Teachers included how they enjoy teaching the subject and their pupils respond well to it. |