



Let's



PSHE CHAMPIONS (YEAR 1)

Personal Development in Action

Implementation:

The lessons in the Let's Talk curriculum provide pupils with the tools to make progress in PSHE. However, schools who can build a culture with the Let's Talk concepts are the ones that see the greatest rewards in their communities.

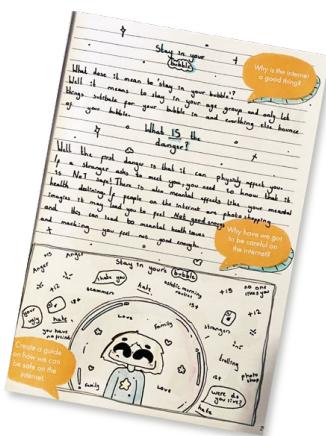
It is the PSHE Champion's job to make this happen... with a little help from the Let's Talk hub. Below is an outline of this year's journey of PSHE implementation.

	Focus	Tasks
Term 2	Developing PSHE as a school priority	<ul style="list-style-type: none">• Self-assessment of key concepts• Journal look• Monitoring of support cards• Assemblies delivered• Posters visible in classrooms
Term 3	Consistent application of key concepts across the school community	<ul style="list-style-type: none">• Learning walk• Pupil voice• Support staff attend PSHE lessons• Support staff training• Key concepts communicated to parents
Term 4	Monitoring with paired school	<ul style="list-style-type: none">• Pupil voice• Learning walk• Journal look
Term 5	Building engagement of parents/carers	<ul style="list-style-type: none">• Distribution of parent guide• Delivery of IMPACT session• Parent questionnaire• Feedback from questionnaire actioned
Term 6	Evaluation/Action Plan	<ul style="list-style-type: none">• Staff and pupil voice• Journal look• Learning walk• Brief presentation of monitoring findings

Term 2: Developing PSHE as a priority

Self-assessment of key concepts:

A collection of key concepts provides the backbone of the Let's Talk curriculum. The diagrams are important but it is crucial that the language used to define these concepts is consistent. This reduces misconceptions and allows all members of the school community to communicate effectively. There is a list and definition of the most frequently used concepts on page 8.

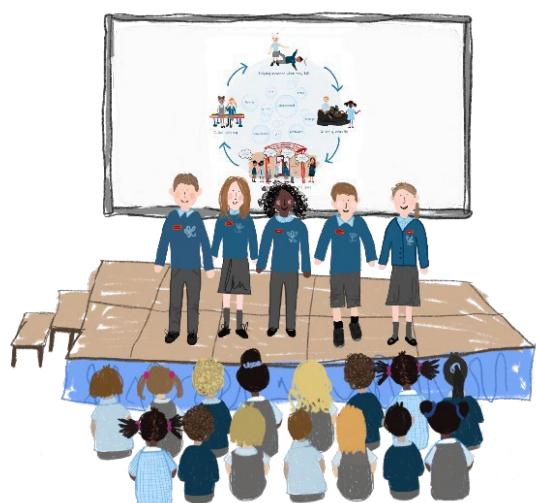
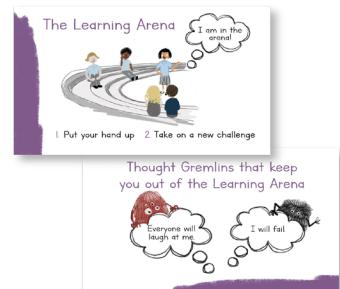


Journal Look:

The first journal look should focus on the basics. Are the lessons being taught? Is there evidence that children are given the time and space to develop their independence? There is a checklist on page 7 with some pointers on what to look for during the first journal look.

Support Cards:

Use of these cards allow children to apply PSHE content across the curriculum. Are talk partner cards being used in English? Is the concept of the Learning Arena encouraging active learning in maths? Do you see the collaboration cards supporting children during group tasks? The cards are a vital cog to help embed PSHE concepts across the curriculum.



Assemblies:

Do the children know that you are the PSHE Champion? Do they know about the scheme? Developing a regular slot on the assembly rota can be challenging but is a great way of raising the profile of the subject while revisiting key concepts.

Posters:

All of the resources for a termly display are on the portal along with the Being Human words. Are these visible in classrooms across the school?

Term 3: Consistent application of key concepts across the curriculum

Learning Walk:

On page 6 there is a list of the positive elements that can be seen in a Let's Talk lesson. These include the accurate use of common language, building of emotional literacy and reference to key PSHE skills, including collaboration and active listening. This list should be used in conjunction with the Teacher Standards.

Pupil Voice

Here is a list of suggested questions to help identify the impact of PSHE:

- Tell me what you have learnt in PSHE this term.
- How have you used PSHE skills at school/home?
- What do you think about PSHE lessons? Are they important? Why?
- Tell me about the journaling in the lesson. Does it help you? Why?
- What do you think about the support cards?
- How do PSHE lessons help you to think about your physical health?
- How do PSHE lessons help you to think about your mental health?
- Tell me how PSHE lessons help you to treat everyone equally.
- How could PSHE lessons be improved?

Support staff training:

Equipping the support staff with knowledge of the key concepts will help to embed the PSHE language during intervention sessions, lunch, transitions and play times. A training support staff PowerPoint and resources can be found on the Opening Young Minds portal.



Support staff present in PSHE lessons:

Attendance of support staff in PSHE lessons will build understanding of the concepts/language but also provide an important snapshot of how the children use the content. The bottom line is that support staff will simply not apply the concepts without being regularly exposed to them. The first twenty minutes of each PSHE lesson will be enough help support staff feel part of the programme.

Term 4: Monitoring with paired school

Decide who you are going to partner with and then get the dates in the diary. The monitoring morning/afternoon is organised to share ideas on implementation.

Suggested activities include:

- Learning walk
- Journal look
- Pupil voice

Term 5: Building engagement of parents/carers

For the majority of parents/carers, the teaching of PSHE will be a bit of a mystery. Inviting parents/carers into school to attend a PSHE lesson will help them picture how the programme is developing their children.

CHALLENGES:

1. Encouraging parents/carers into school – a school letter followed by an invitation created by the pupil can raise attendance figures.
2. Disruption to the timetable – delivering a lesson to the whole cohort in the last 45 minutes of the day.
3. Delivery – the input/task element of the lesson is the most important. Rather than journaling, pupils can share their journal with their parent/carer.
4. Parent engagement – positioning the pupil next to the parent/carer elicits discussion... and often encourages the pupil to actually teach the adult.
5. Content of lesson – there are lessons with resources on the portal for all KS2 classes.



Guide for Parents and Carers



OPENING
Young Minds

A survey/parent guide to be distributed during the session.

Term 6: Evaluation and Action Plan

Delivery of a short presentation that includes planned actions to ensure progress for a smooth transition into the second year of Let's Talk.

Learning Walk Support Sheet:

Focus	Tasks
Lesson	<ul style="list-style-type: none"> ● Quality of talk partner work (use of talk partner card) ● Range of contributions (use of learning arena card) ● Accurate use of common language (see page 8) ● Pupils showing Courageous Presenting (<i>Stand tall, loud and clear</i>) while making contributions ● Being Human Dictionary used to enhance standards of emotional literacy ● Misconceptions unpicked and managed effectively ("I would just punch him in the face") ● Self-reflection – are pupils connecting learning to their own lives? ● Active listening when other pupils are speaking ● Reference to previous lessons/key concepts (Tornado Zone, Circle of Kindness etc.) ● Collaboration skills applied during group work (use of collaboration card) ● Competent use of oracy sentence stems (I agree etc.) ● Pupils value the opportunity to explore opinions different to their own ("I respectfully disagree with...") ● Teacher modelling empathy ("We all fall into the Tornado Zone") to build trust and encourage openness ● Pupils given enough time to complete each element ● Use of AfL throughout to focus on key discussion points ● Safeguarding protocols followed at all times
Journaling	<ul style="list-style-type: none"> ● Use of scaffolds evident ● Pupils expressing their thoughts in a range of different ways ● Teacher fishing for originality - identifies and then shares (with permission from pupil) original ideas during journaling ● Adaptations for SEND/reluctant pupils ● Reflection on how lesson can impact own lives

Journal Look Support Sheet:

Focus	Tasks
General expectations	<ul style="list-style-type: none"> • Lessons being taught every week • Safeguarding disclosures identified, addressed and referenced • Have the self-assessment questions been answered on the opening page of each unit? • Is there a range of recording approaches? (poem, story, graph, quote etc.) • Productivity will provide a clue to whether enough time is being given for journaling? (minimum 15 mins) • Knowledge organiser is being referenced rather than copied • Key concepts/previous learning represented • Being Human words being included • Pupils using content from the task in the lesson
Year 1	<ul style="list-style-type: none"> • Pupils answer questions provided • Teacher decides how much scaffolding required for each pupil • Pupils are given the autonomy to decide the most important element of the story and draw this
Year 2	<ul style="list-style-type: none"> • Pupils use sentence stems provided to answer questions on the journaling slide of the PowerPoint • New journal for 2025/26 will provide bridge into full journaling. Lots of scaffolding provided in term 1 and this gently reduces until full journaling occurs by term 5 • Term 5 and 6 should see children selecting the questions that they would like to answer
Year 3	<ul style="list-style-type: none"> • For those tackling journaling for the first time, scaffolding will be required. By term 2 the expectation is that the majority of pupils are journaling independently
Year 4 – Year 6	<ul style="list-style-type: none"> • By term 2 pupils should be comfortable with very few needing scaffolded questions to begin. A separate plan should be made for those who struggle – making a product, linking it to a favourite character or just drawing etc.

Explanation of common language

Tornado Zone

the state of dysregulation after a trigger

enraged

Emotions

comfortable/uncomfortable messengers

Resilience

facing life's challenges

Road to Success

the steps out of the Pit of Failure

Circle of Kindness

creating a community where everyone belongs



Hiding/facing mistakes

choices when we make a mistake

Value

a type of behaviour that we would like to show

Expressing Yourself

telling a trusted person how you are feeling
(courage)

Collaboration

when people work together to complete a task

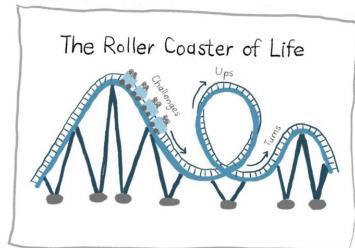
Active listening

giving full attention to what someone is saying

belong

Roller Coster of Life

ups and challenges of life



Boundary

calm and clear statement of my needs

Thought gremlin

unhelpful thought that focuses on the negative

Empathy

recognising how someone is feeling

Gratitude

thankful for the things that we have

Stereotyping

judgement based on how someone looks

excited

Courageous presenting

stand tall, loud and clear, pause and connect

Learning Arena

the place where you find the courage to have a go

courage

