

Information for school policies

PSHE

1. Statement of Intent:

Key Principle 1: The programme is live every day and builds into the school's culture. Support cards are used so that the key concepts (golden challenges) are not confined to one lesson a week. The cards can be used by staff in class and during coaching conversations.



<https://openingyoungminds.org/golden-challenges-ks1>

<https://openingyoungminds.org/golden-challenges-ks2>

Termly displays support learning and inside posters of key PSHE concepts also remind pupils of their importance. In the playground, the Wall of Wisdom collection is used by staff in the playground as a script to support behaviour. Although all of the concepts are important, the Circle of Kindness is repeatedly referenced to ensure that everybody recognises their role in developing a kind community that makes everyone feel safe, trust and a sense of belonging.

WALL of Wisdom

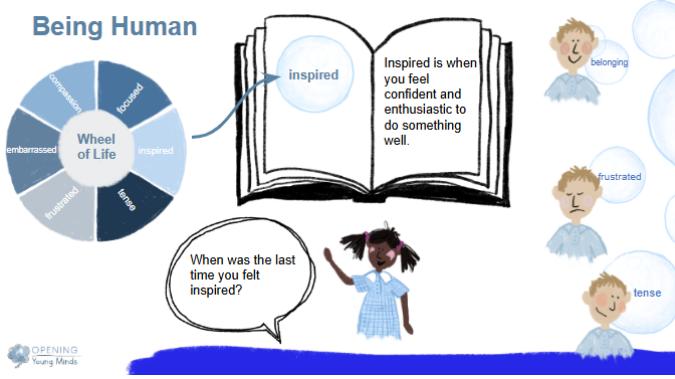


The Let's Talk parent guide, provides a comprehensive description of each teaching week. Key concepts ranging from the Tornado Zone to the Road to Success are signposted to encourage application at home.



Key Principle 2: The Being Human dictionary and Being Human task at the start of each lesson helps children develop the emotional literacy to articulate themselves with sophistication. Skills of oracy are also built through the Exploring Viewpoints slides.

<https://openingyoungminds.org/wp-content/uploads/2024/11/Being-Human-overview-2.pdf>



BEING HUMAN OVERVIEW

EYFS

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
happy	content	shy	sad	jealous	friendly
angry	nervous	regret	invisible	disappointed	excited
brave	scared	energised	confused	surprised	embarrassed

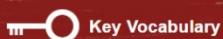
Year 1

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
calm	grateful	scared	lazy	trust	compassion
enraged	frustrated	content	inspired	uncertain	thrilled
guilty	tranquil	confident	brave	fitting in	proud

Year 2

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
joy	grateful	anxious	invigorated	jealous	compassion
disgust	dread	jubilant	thrilled	disappointed	shy
courage	frustrated	peaceful	panic	fitting in	exhilarated

Key Principle 3: An emphasis on healthy relationships helps children make well-informed decisions to help keep them safe. Concepts like boundaries, calm conflict, collaboration, honesty, empathy and tolerance are taught and then woven across the curriculum to ensure retention.



What is a
relationship boundary?

A **calm** and **clear** statement of your needs and beliefs.



Key Principle 4: Clearly defined spiral curriculum with seamless progression from the start of early years until the last day of year 6.

PSHE YEARLY OVERVIEW

Week	Term 1- Building Resilience	Term 2- Respectful Relationships	Term 3- Wellbeing	Term 4- Health Education	Term 5- Caring Friendships	Term 6- Wider World
1	Resilience	Families and people who care	Expressing Yourself	Sleep	Friendships	Tolerance
2	Emotions	Online Relationships	Thought gremlins (worrying thoughts)	Healthy Eating	Empathy	Care for Community
3	Triggers and Tornado Zone	Bullying Behaviour	Values	Exercise	Reporting	Work
4	The Arena	Collaboration	Gratitude	Harmful Habits	Honesty	Money
5	Road to Success (failure)	Stereotyping	Challenges	Internet Safety	Peer Pressure	Winning and losing
6	Facing Mistakes	Violence	Circle of Kindness	Keeping Safe	Conflict	Change

Key Principle 5: Development of open and courageous classrooms to develop active learning and build resilience.

It did not take long until Sharday was standing in front of the whole school sharing her poem. Her heart was pounding and her hands were shaking but that did not matter because it was her time to shine!



Impact of bottling up feelings



2. Statutory Requirements and curriculum content

All PSHE overviews can be found here:

<https://openingyoungminds.org/supporting-documents-2>

All overviews and documents for parents in relation to SRE (Sex education and puberty) can be found here:

<https://openingyoungminds.org/sre-lessons-eyfs-to-year-6>

Week	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 -	I will know the importance of being clean and hygienic.	I will know the main parts of the body.	I will know how I will change as I get older.	I will know how to build my self-esteem.	I will know about menstruation.	I will know how my body changes as I go through puberty.	I will know how humans reproduce.
2 -	I will know that some things need to be kept private.	I will know the needs of babies and young children.	I will know when physical contact is unacceptable.	I will know how to respond to unwanted physical contact.	I will know how my body changes and develops.	I will know how the process of puberty relates to human reproduction.	I will know what is appropriate in friendships and wider relationships.
3 -	I will know what to do if someone's touch makes me feel unsafe.	I will know how to make sure that my worries are heard.	I will know the difference between a surprise and a secret.	I will know how to reduce the risks of hazards outside of the home.	I will know hygiene strategies to manage the changes during puberty.	I will know why discrimination is harmful.	I will know how the media can affect my self-esteem.

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Parents/carers are invited into school to see the content of the curriculum in each year group. There is also an opportunity annually for parents/carers to participate in a shared PSHE lesson alongside their children.

All objectives linked to the RSE Curriculum can be found here:

<https://openingyoungminds.org/wp-content/uploads/2025/05/Coverage-of-RSE-Objectives-2.pdf>

STRUCTURE OF LESSONS:

EYFS – Stories based around Percy with key questions. Teacher book to collect contributions from pupils.



Year 1 – Stories based around Sharday that include key questions. Teacher book to collect contributions from pupils. In term 4, pupils start to reflect on the stories in their

Getting Ready to Journal.



Year 2 – Pupils record reflections in their Journey to Journaling books. For term 1 the journaling page is the same as term 6 in year 1. From term 2 – term 4 the pages are scaffolded but have more room to write. By term 5 the pages are reminiscent of the KS2 journal. The progression of the pages gives the vast majority of year 2 pupils the bridge they need to full journaling at the start of year 3.



Let's Talk

Journey to Journaling

Week 2 Emotions

KEY IMAGES

VOCABULARY

shy **anxious** **excited** **worried**

Let four different emotions

Give an example when you feel excited

Draw examples of when people would feel different emotions. Remember to draw the bodies.

Week 2 Thought Gremlins

KEY IMAGES

VOCABULARY

upset **thought** **press** **positive** **unhelpful** **goblin**

What is a thought goblin?

What does it do?

First draw your own thought goblin and then explain how to tackle it.

1 **23**

Let them change

1 **2** **3** **4**

Change a goblin into a positive goblin

Draw examples of change

Structure of Lessons (Y3-Y6)

Re-connect
Being Human
Today's journey
Definition of key words
Discussion tasks
Modelling of main task
Main task (scenarios, drama, story etc)
Feedback on main task
Discussion of journaling
Journaling
PSHE in Action

Let's Talk

My PSHE Journal

Personal Development in Action

Week 1 Families and People who care

What is a family?

Why are family relationships important?

Long term families

Temporary families

Long term families

Temporary families

What is a Stepfamily?

Adoption

Factoring

What should Teachers do in the classroom?

ChildLine

From year 3, pupils have a KS2 journal where they record their learning. Pupils are encouraged to take ownership of their reflections, using a range of different methods to make sense of the lesson. Poems, stories, illustrations are all encouraged to help build their journaling skills.

Questions are provided on a journaling slide at the end of the lesson to support pupils with their journaling. Scaffolds, which include questions, key vocabulary and the most relevant illustrations are also available for teachers.

Time to Journal

What is resilience?

When can things go wrong? List **four** life challenges.

List two examples of resilient actions.

Wheel of Life

curious **bold** **wise** **kind**

brave **open** **resilient** **positive**

What did you learn from today?

How can you use today's learning in your life?

Did today's lesson remind you of anything that has happened in your life?

In this lesson I learnt...

I can use today's lesson when...

Yesterday

A few days ago

Last year

Lesson 5 Future Year 3 | Journaling Scaffold

VOCABULARY

selected book **adventure** **adventure** **responsible** **helping**

1. List some emotions that you feel when you fail.

2. What are the shapes out of the Pit of Failure?

3. Draw your own Head to Success.

HELPFUL QUESTIONS AND PHRASES

What did you learn in this lesson?

How can you use today's learning in your life?

Did today's lesson remind you of anything that has happened in your life?

I have... interesting ideas

I have... interesting ideas

3. Teaching and Learning

Use of the Let's Reconnect slides ensure key concepts and knowledge are revisited every lesson.



Variety of activities (drama, scenarios, stories etc.) provide opportunities for pupils to be active and apply the skills taught.

Opportunities to collaborate



In groups of three create [a school video](#) on resilience. The video needs to include the following:

1. A **definition** of resilience.
2. An **example** of what resilience looks like (and doesn't look like).
3. An **explanation** of why resilience is important.



Debate Time

Do you agree with today's motion? Justify your view.



This house believes that the internet is a good thing.

include facts
include examples
include repetition
loud and clear



I agree with today's motion because _____.
I respectfully disagree with today's motion because _____.

The Exploring Viewpoints slides give pupils the chance to develop their oracy skills. The sentence stems give pupils the scaffold to contribute in lessons across the curriculum.

Do you agree with Laura? Explain your answer.

I don't think being resilient is important. It is not as though we get a trophy for it.



I agree with...
I partially agree with...
I respectfully disagree with...
I would like to build on...

Do you agree or disagree with Percy? Explain your answer.



My role model is Brian. He is empathetic and gets so many likes online.

I agree...
I partially agree...
I respectfully disagree...
I would like to build on...



Use of the Being Human Dictionary, which is found at the back of the journal, allows pupils to build their emotional literacy

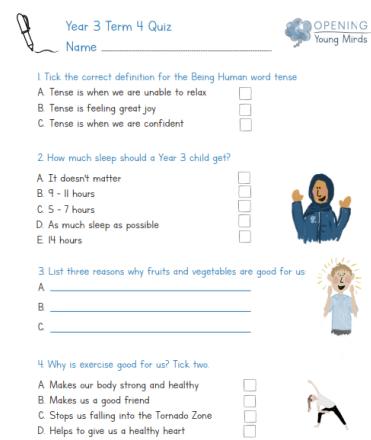
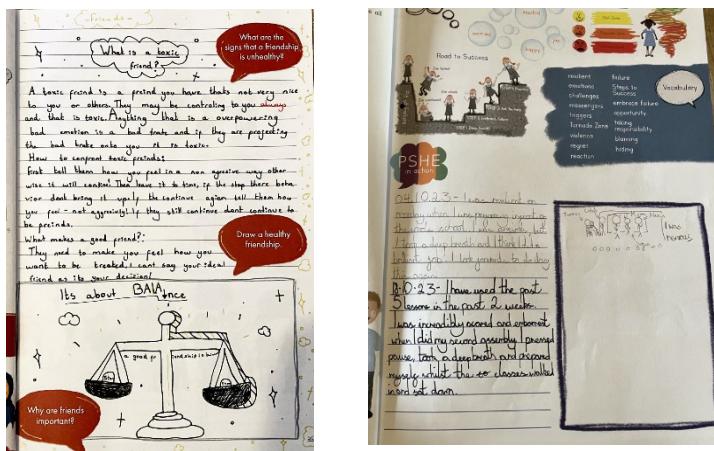


The consistent reference to application encourages pupils to see the relevance of the content taught. Application is also highlighted when pupils journal at the end of the lesson.

Whenever any misconception occurs in classroom discussions, teachers think carefully about the why behind the concept rather than just referencing school rules. For example, facing a mistake is important not just because we get in trouble but because taking responsibility for our actions helps to build trust.

4. Assessment

Journal looks allow teachers to assess pupil's knowledge and understanding. The PSHE in Action page in the journal shows when pupils have applied their PSHE learning. The end of term quizzes can identify pupils who need support in specific areas of the curriculum.



5. Legal requirements (safeguarding)

Documents that pinpoint where key safeguarding issues appear in the curriculum. Journals are checked to pick up any disclosures.

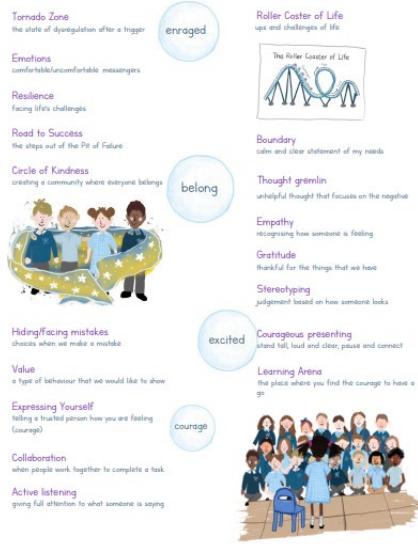
<https://openingyoungminds.org/safeguarding>

6. Collaboration across schools

Each school appoints a PSHE Champion who is invited to a termly network meeting. These sessions provide support for implementation, training for PSHE leadership and also create an opportunity for all PSHE Champions to provide feedback on how the curriculum is being received in their school communities.

	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

Explanation of common language



Careers

Let's Talk Careers includes 66 engaging lessons that span across ten different sectors. Pupils learn 30 essential skills that lay the foundation for exciting and successful professional lives. Each session encourages independence and autonomy - pupils collaborate, explore and problem solve in tasks that resemble the career studied. Skills from across the curriculum are weaved into the lessons to help pupils make connections. As an accountant, children apply maths skills to manage a budget, they refine a script as film directors and lean on their DT skills as structural engineers.

Opportunities for developing oracy abound in every lesson. Whether this is pitching an innovative product, participating in a debate or defending a client in a court of law (Y6). There is also reference to key information that can help pupils stay safe and broaden their skills of citizenship. We tackle fire safety in EYFS, recycling in Year 3, debt in Year 5 and mortgages in Year 6. British Values are referenced regularly, which helps pupils to identify discrimination and bias. Workplace stereotypes are challenged throughout, which unlocks limitations and allows children to explore their full potential.

At the end of every lesson, pupils are given the chance to identify essential skills required for the career studied. As a class, we discuss ideas and then pupils justify selections in their Career Passports. Although the matching up is important, what is more crucial is the reference and repetition of these essential skills. It is not long until words like analytical, dexterous, innovative and adaptable become part of everyday language in the classroom. Although pupils are never pressured to make decisions on their career path, the essential skills encourage them to make connections between their personal skill set and a job that might suit them in the future.

Intent:

- Providing a range of career options (ten sectors) that develop curiosity, aspiration) and provide a context for school. One of the key goals of the curriculum is for pupils to recognise how school and education connect and can be the driver for a successful future.

Careers Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Train driver	Coastguard	Electrician	Fashion designer Driving instructor	Ecologist Interpreter	Architect Social worker	Advertising director Mortgage advisor
Term 2	Firefighter	GP	Photographer	Recycling officer Journalist	Aid worker Mechanic	Secondary teacher Chiropractor	Lawyer Army officer
Term 3	Plumber	Pilot	Dog trainer	Chef Paramedic	TV presenter Probation officer	MP Money adviser	Structural engineer Therapist
Term 4	Farmer	Librarian	Meteorologist	Events manager Zoologist	Accountant Equalities officer	Interior designer Forensic scientist	Game designer Conservation officer
Term 5	Gardener	Vet	Optometrist	Headteacher Physio	Nurse Air traffic controller	Sales manager Archaeologist	Market researcher Web designer
Term 6	Illustrator	Florist	Project manager	Estate agent Police officer	Film director Diver	RSPCA inspector Religious leader	Careers advisor Surgeon

Creative
Business and finance

Education
Healthcare

Social Care
Environment

Trades
Animal Care

Law and legal
Transport

- At the end of every KS2 lesson there is an opportunity for pupils to discuss which key skills are most important for the studied career. This element of the curriculum improves vocabulary, raises awareness of what each career requires but crucially, gets pupils thinking about their own skills.



Let's Search

Find the three most important sub-skills for an **accountant**.

Key sub-skills:

- 1.
- 2.
- 3.

COMMUNICATION

engaging
clear when speaking/writing
persuasive
good negotiator
empathy
sense of humour

PROBLEM-SOLVING

analytical
embrace failure
open-minded
decide
adaptable
systematic

COLLABORATION

inspire others
active listening
delegate effectively
take responsibility
share important info
manage conflict

CREATIVITY

dexterous
technological skills
artistic
innovative
inquisitive
use initiative

SPECIFIC SKILLS

physically fit
numerate
calm under pressure
attention to detail
organised
excellent driver

- Opportunities for oracy follow the same format as the slides in PSHE. This helps pupils to apply their oracy skills in a different context.

Do you agree with Percy? **Justify your answer.**



Air traffic controllers are responsible for thousands of people in the sky. It must be stressful!

I agree...
I partially agree...
I respectfully disagree...
I would like to build on...

- Use of PSHE skills (courageous presenting, collaboration etc.) are required for the open tasks that are provided for the pupils. These tasks are inspired by the career studied and require pupils to replicate the skills needed for each career. Making speeches, creating events, leading marketing campaigns are all examples of lessons that require pupil autonomy.

Main Task

You are part of a hotel group. As the accountant, it is your job to help the hotel owner find value for money. The budget is **400 gold coins**. The owner has rated each object with her likes – 1 is the lowest, 10 is the highest. You have to get as many likes but stay within the budget. There are four sections:

1. Location (select **two**)
2. Chef (select **two**)
3. Hotel car (select **two**)
4. Hotel extra (select **three**)



Main Task

You have twenty minutes to plan your advertising campaign for flying taxis. Good luck!



Advertising campaign

- 1) Flier for product
- 2) Logo and name for product
- 3) Description of product
- 4) Branded t-shirts
- 5) Storyboard for television advert
- 6) Spending of advertising budget

The media plan needs to spend the advertising budget of £100000 exactly. You have to select two from each media. (Maximum radio, social media and print. To be spent on every advertising channel possible)				
Media	Price	Unit spent	Advertising plan	Unit Marketing plan

- Pupils learn that there are many different pathways into different careers.

- Pupils are encouraged to lean on the skills they are developing across the school curriculum. For example, pupils need to use maths in the accountant lesson and DT in the structural engineer lesson.

Here is a set of accounts from a restaurant. An accountant's job would be to work out whether this restaurant was making money. How could you work this out?

Date	Description	Collecting in or paying out?	Amount
18 th Jan	Cost of food for lunch	Paying out	£456
18 th Jan	Cost of drinks for lunch	Paying out	£237
18 th Jan	Money spent by customers on food (lunch)	Collecting in	£1351
18 th Jan	Money spent by customers on drinks (lunch)	Collecting in	£392
18 th Jan	Staff payment	Paying out	£921
18 th Jan	Cost of food for dinner	Paying out	£102
18 th Jan	Cost of drinks for dinner	Paying out	£632
18 th Jan	Money spent by customers on food (dinner)	Collecting in	£2351
18 th Jan	Money spent by customers on drinks (dinner)	Collecting in	£784
18 th Jan	Electricity	Paying out	£236

Is the restaurant making or losing money?

Paying out total =

Collecting in total =

- The challenging of stereotypes occurs across the curriculum. This opens up the world for pupils and ensures that they don't feel that any career is unattainable.

CAREER OF THE TERM – **Nurse**

Nurses care for people who are sick, injured or have physical disabilities.



ASSESSMENT: From Reception, pupils record their learning in Career's Passports.

