



Let's



PSHE Curriculum EYFS-Year 6

Personal Development in Action

The Story Behind Let's Talk

In 2017, after a decade teaching in the classrooms of inner-London, I arrived at an educational crossroads. The learning behaviour and progress of the children in my classes was good but something was missing.

What the children lacked was the capacity to adapt to the challenges that they faced both in the classroom and in life. Yes, there were schemes out there to support individuals but I couldn't find a robust educational programme to support the resilience and development of all primary school pupils.

A few weeks later, I informed my head teacher that I was resigning, not just from the school but from the profession. "I just don't think we are doing enough to teach children how to be mentally healthy," I said. She nodded and with a twinkle in her eye, she drew up a challenge. "I will give you a year to build what you think is missing."

I had my brief: to design a primary-school personal development curriculum (from EYFS – Year 6) that included the explicit teaching of skills that helped children build their resilience, their empathy and create – if this was possible – a mentally healthy school culture that embraced life's challenges.

Ok, so doing this in a year was a little optimistic!

What followed was an eight-year, cross-sector study in schools where I delivered hundreds of lessons, while consulting with numerous sets of school leaders, psychologists, probation professionals, parents and support staff.

But above all, we listened to the children – what was relevant to them, what they needed and what we could do to improve.

The problems that I highlighted all of those years ago have sadly developed and are more acute now. With anxiety overwhelming our school communities and CAMHS struggling to cope, the education sector is having to act.

After eight years of refinement within schools, I am confident that Let's Talk is the universal provision school leaders have been looking for to tackle the mental health crisis and nurture the wellbeing of all of our children.



Key Principles Of Let's Talk

Key Principle 1

The programme is live every day and builds into the school's culture.



Posters

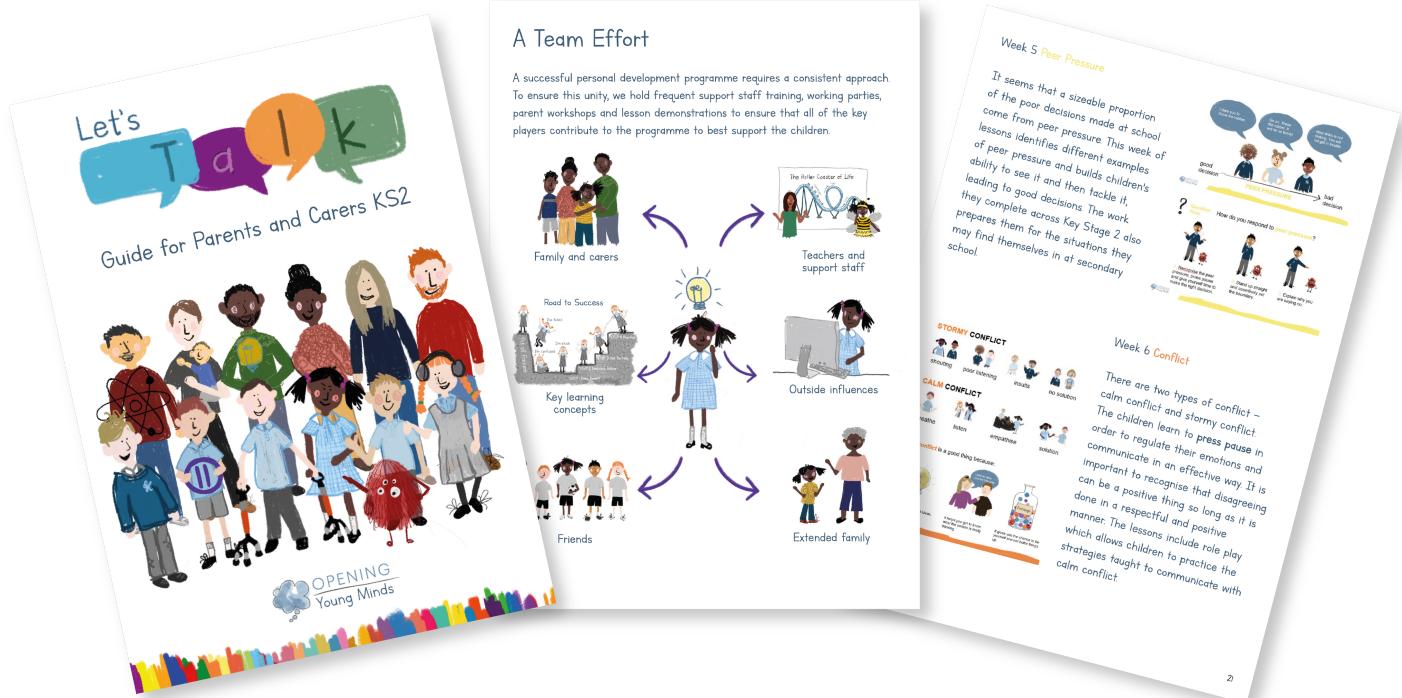
A range of indoor and outdoor posters encourage teachers and support staff to reference the content from the lessons.

WALL of Wisdom



Let's Talk Parent Guide

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



Key Principle 2

Children develop the emotional literacy and oracy skills to articulate themselves with sophistication.



Key Principle 3

Emphasis on healthy relationships so that children make well-informed decisions to help keep them safe.



| Contact | Person | Acceptable or unacceptable ✓ or ✗ |
|--------------------|--------------------------|--------------------------------------|
| shaking hands | your friend's parents | |
| lick | your baby brother | |
| tap on your bottom | an adult you do not know | |
| a hug | your step-dad | |

Key Principle 4

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

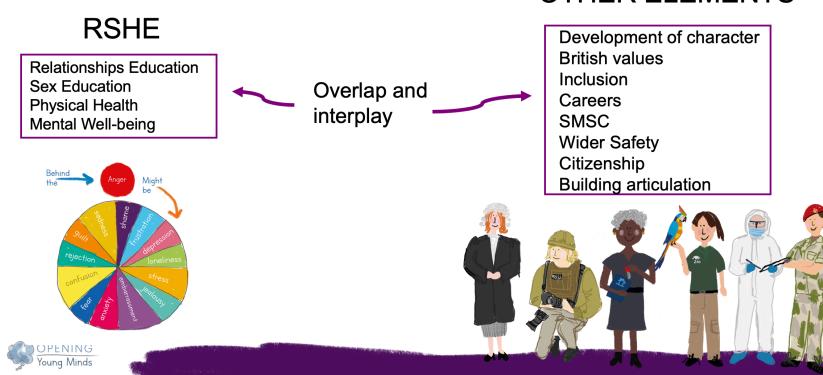
| Week | Term 1 Building Resilience | Term 2 Respectful Relationships | Term 3 Mental Wellbeing | Term 4 Health Education | Term 5 Caring Friendships | Term 6 Living in the Wider World |
|------|-------------------------------|------------------------------------|---|----------------------------|------------------------------|--|
| 1 | Resilience | Families and people who care | Expressing Yourself | Sleep | Friendships | Tolerance |
| 2 | Emotions | Online relationships | Thought gremlins (worrying thoughts) | Healthy eating | Compassion/ empathy | Care for Community |
| 3 | Triggers and Tornado Zone | Bullying | Values | Exercise | Reporting | Work/purpose |
| 4 | Other People | Collaboration | Gratitude | Harmful Habits | Honesty | Money |
| 5 | Failure | Stereotyping | Challenges | Internet Safety | Peer pressure | Winning and losing |
| 6 | Making mistakes | Violence | Self-Care | Keeping safe | Conflict | Change |

Key Principle 5

Statutory elements support each other to build a cohesive whole.

KEY PRINCIPLE 5: Statutory elements support each other to build a **cohesive whole**.

OTHER ELEMENTS



Curriculum progression

EYFS

All lessons are in story form and based around the life of Percy - a child who, like the children being taught, is starting on his EYFS adventure. Each story/lesson aligns with the curriculum's weekly theme and includes a lightbulb moment, which children are encouraged to discuss and reflect on.



Each EYFS teacher receives a class book where they can capture key comments from children in the class along with resources for a termly display.



Year 1

Lessons build on the knowledge from EYFS in stories based on another child. This time it is Sharday. The lessons/stories include more questions and tasks but follow the same format. A year 1 class book and display materials are included along with a Getting Ready to Journal booklet.



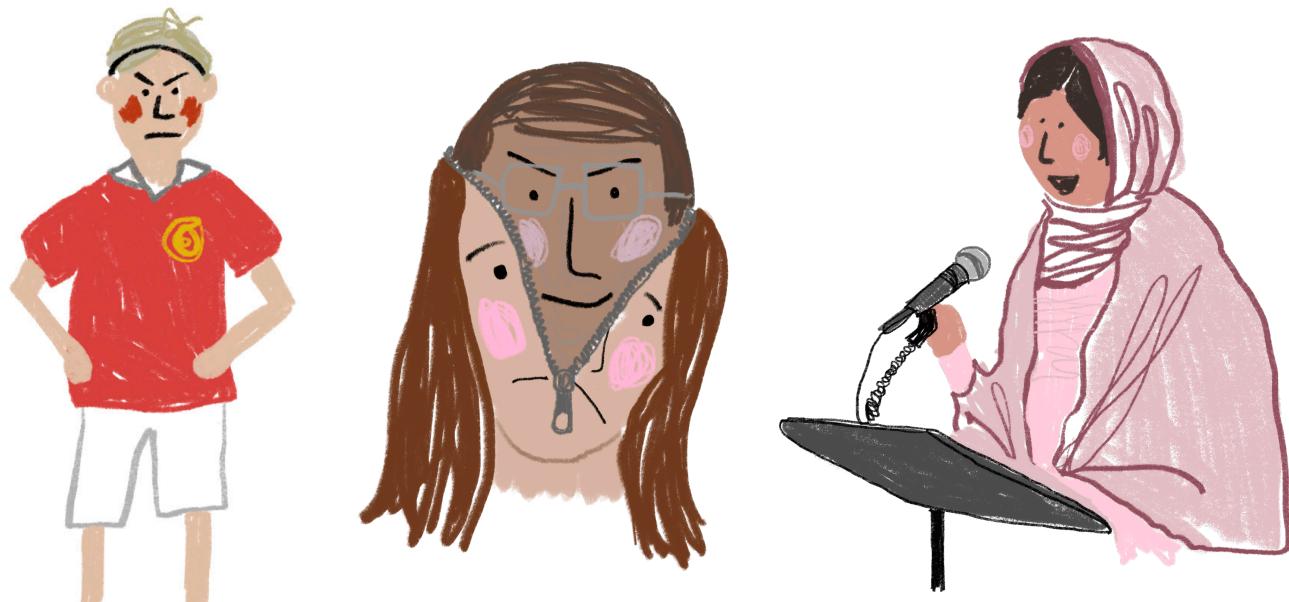
Getting Ready To Journal

By term 5 of year 1, the majority of children have the skills to reflect on each story. The Getting Ready to Journal is where pupils answer questions and draw pictures about what they have learnt. This provides an essential bridge to prepare children for the challenge of journaling when they start year 2.



The Power of Story

The stories in EYFS and year 1 include one protagonist, which gives the feel of a book series. The children get to know the characters, setting and format of the stories. This element of predictability provides the scaffolding for children to explore the concepts without losing their comprehension. Children start to see the world from each character's point of view, which develops empathy, engagement and also encourages participation.



Although the Percy and Sharday lessons are confined to EYFS and year 1, there are other stories that are sprinkled across the curriculum. Examples include David Beckham not being able to manage his triggers, Malala's courage against stereotyping and MaryB's stand against strangers on social media.

YEAR 2-YEAR 6

The lessons are divided into three phases.

First Phase

The first slide recaps previous knowledge (last week, last term and last year) and this is then followed by a focus on one of the Being Human words.

The image shows three slide panels for the first phase of the Year 2-6 curriculum, followed by a 'Being Human' wheel for the word 'gloomy'.
- The first panel (Last year) shows two children, one with a speech bubble 'Let's Reconnect'. Below, a boy says 'Do you agree with Ibrahim? Explain your answer.' and Ibrahim says 'I don't mind clearing up my area but I'm not going to clear up anyone else's mess.'
- The second panel (Last term) shows a boy at a computer with the text 'Why do we have to be careful with online relationships?'
- The third panel (Last week) shows three children and the text 'What are the different ways to express yourself?'
- To the right is a 'Being Human' wheel with segments for 'confident', 'comedian', 'stress', 'grateful', 'proud', and 'gloomy'. A speech bubble asks 'What makes someone feel gloomy?' An open book shows the word 'gloomy' with the definition 'Gloomy is when you are showing or filled with sadness.' Three children are shown with thought bubbles labeled 'confident', 'gloomy', and 'stress'.

Second Phase

There is then a clarification of the learning intention and a range of talk partner work that builds interest in the subject and leads to an initial task, which is modelled. These tasks are either the unpicking of scenarios, reflecting on a story or the planning of a collaborative drama task.

Main Task

You have to **act out** the following image. Use the questions below to help you.

The Road to Success



1. What is the person learning?
2. How do they act when they fail?
3. How do they get out of the pit? What do they do?

Main Task

Think about how you could challenge each thought gremlin.

| Scenario | Thought gremlin | Challenge the thought gremlin |
|--|---|-------------------------------|
| 1. You are about to sit the Year 4 end of year test. Your mum and teacher have said that it is the most important test you have ever taken. | "I will let everyone down if I fail." | |
| 2. After the weekend you got a haircut but the hairdresser got it wrong. Your hair is much shorter than normal. You are about to walk into school. | "Everyone is going to laugh at me!" | |
| 3. You have just found out that you are going to be spending Saturday night at your auntie's. Their flat is small and there is nothing to do. | "This is going to be awful. I am going to be so bored. Why do I have to do it?" | |

Third Phase

Once feedback has been provided on the task, children are given 15-20 minutes to journal about the lesson. The journaling page sits opposite a knowledge organiser and is divided into lines and a drawing box. This format gives children the autonomy to be creative with their reflections. Stories, poems, cartoon strips, reports, posters, some have even used maths charts to demonstrate their understanding.

Time to Journal



What is a thought gremlin? Give an example of a thought gremlin?

Why are thought gremlins harmful? What are the thought gremlins that come up mostly for you?

How can we deal with thought gremlins?

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...



Impact of Journaling

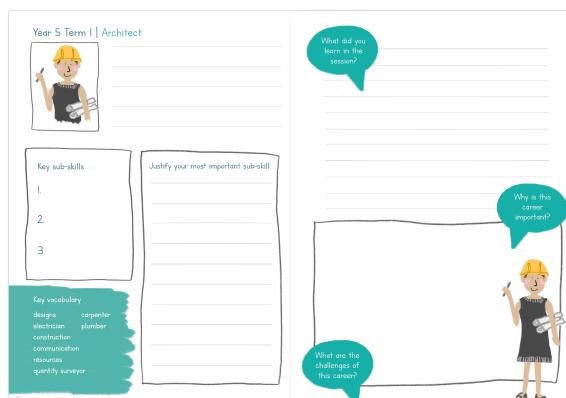
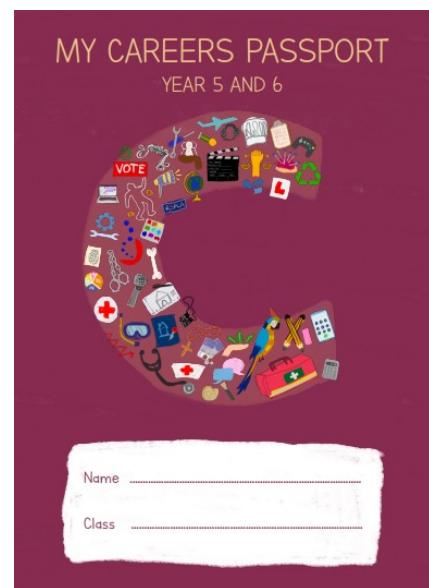
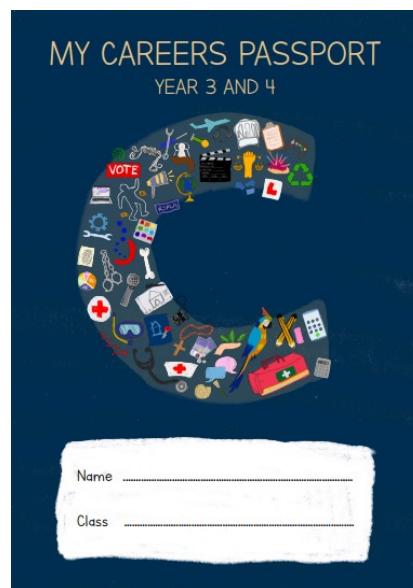
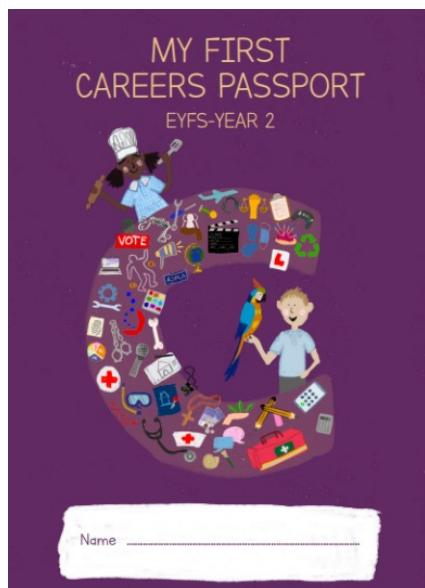
Children hugely value the chance to creatively express themselves. They embrace the open nature of the task and cherish their journals. For many, it is the only chance that they have to reflect on what is going on in their lives.

Journaling has also helped to unblock reluctant writers, build emotional vocabulary and build greater curiosity across the curriculum.



Careers Curriculum

The curriculum includes 66 lessons about different careers divided into ten different sectors. Children learn about what it takes to be a successful advertising director so that the world starts talking about their product. As an MP, children will feel the pressure of making a speech in the rowdy atmosphere of the House of Commons. The lawyer lesson turns the class into a trial with lawyers (defending and prosecuting), a jury, witnesses and a judge. At the end of every lesson, the children debate and then select the most important sub-skills for each career.



Prices

Portal for 1 form entry = £650 a year (£550 for subsequent years)

Portal for 2 form entry = £750 a year (£650 for subsequent years)

Portal for 3 form entry and above = £850 a year (£750 for subsequent years)

Includes:

- * lessons and resources
- * posters and displays
- * parent guide (electronic version)
- * wall of wisdom posters (electronic version)
- * support cards (electronic version)
- * overviews/POS
- * 90-minute training session delivered by programme creator Sam Clark



Printing Costs

Let's Talk

EYFS & Year 1 Teacher books (one a class) - £6.50 each

Getting Ready to Journal books (one for each Y1 child) - £1.50 each

Journal (one for each child Y2 – Y6) - £3.00 each

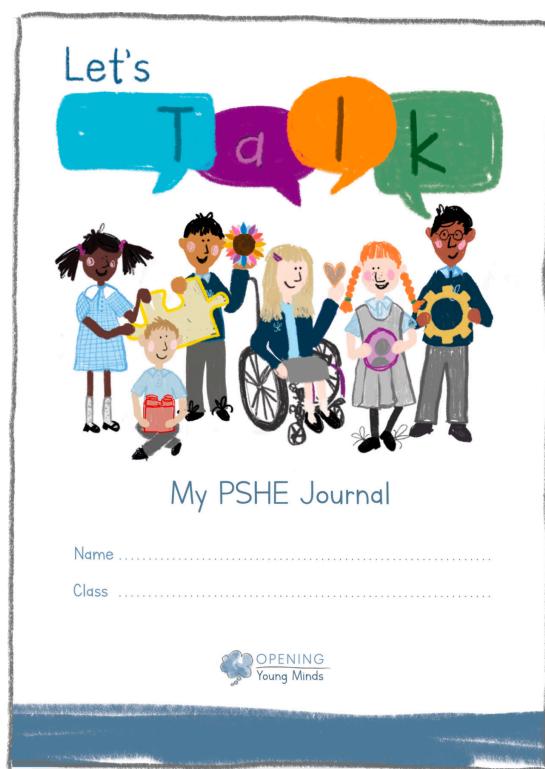
Support cards - £1.20 a set

Careers

Passports (EYFS and KSI) £3.00 each

Passport (Year 3 & 4) £3.00 each

Passport (Year 5 & 6) £3.00 each





Let's Talk is a personal development programme that gives primary school children the tools needed to thrive in the modern world.

The engaging lessons explicitly teach the skills required for resilience, well-being and healthy relationships, while building children's emotional literacy and oracy. It includes a PSHE lesson for every week of a child's primary school life and is supplemented by a robust career's curriculum.

It is the universal provision school leaders have been looking for to tackle the mental health crisis and nurture the wellbeing and ambition of all of our children.



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