

## Jigsaw the Mindful Approach to PSHE

### Curriculum Content and Progression of Knowledge and Skills for Puzzle 3: Dreams and Goals

<b>Year Group</b>	<b>Lesson</b>	<b>Knowledge</b>	<b>Skills</b>
R	Piece 1 <b>Challenge</b>	To understand that if they persevere they can tackle challenges.	To persevere e.g. to keep trying and not give up, on a challenge.
R	Piece 2 <b>Never Giving Up</b>	To understand that if they persevere they can reach their goals.	To persevere e.g. to keep trying and not give up, on a challenge and reach their goals.
R	Piece 3 <b>Setting a Goal</b>	To know their goal.	To work towards achieving their goal.
R	Piece 4 <b>Obstacles and Support</b>	To understand that kind words and encouragement help them to reach their goals.	To use kind words and encouragement to help people reach their goals.
R	Piece 5 <b>Flight to the Future</b>	To understand the link between what they learn now and the job they might like to do when they are older.	To make links between now and the future.
R	Piece 6 <b>Footprint Awards</b>	To recognise how they feel when they achieve a goal.	To feel proud when they have achieved a goal.

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<b>Year Group</b>	<b>Lesson</b>	<b>Knowledge</b>	<b>Skills</b>
1	Piece 1 <b>My Treasure Chest of Success</b>	To know about the things they do well.	To set simple goals.
1	Piece 2 <b>Steps to Goals</b>	To Know how I learn best.	To set a goal and work out how to achieve it.
1	Piece 3 <b>Achieving together Dream Wellies</b>	To understand how to work well with a partner.	To work well with a partner and celebrate achievement with them.
1	Piece 4 <b>Stretchy Learning Stretchy Flowers</b>	To identify how they feel when they are face with a new challenge.	To tackle a new challenge and understand that it might stretch my learning.
1	Piece 5 <b>Overcoming Obstacles</b>	To know how it feels when they see obstacles and how they feel when they overcome them.	To identify obstacles which make it more difficult to achieve their new challenge.  To work out how to overcome them.
1	Piece 6 <b>Celebrating My Success</b>	To know how they felt when they succeeded in a new challenge and how they celebrated it.	To know how to store their feelings of success in their eternal treasure chest.

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2	Piece 1 <b>Goals to Success</b>	To know about their achievements and how that made them feel.	To choose a realistic goal and think about how to achieve it.
2	Piece 2 <b>My Learning Strengths</b>	To know and express some of their strengths as a learner.	To persevere even when facing difficulties.
2	Piece 3 <b>Learning with Others</b>	To understand how working with other people helps me to learn.	To recognise who they work well with and who is more difficult for them to work well with.
2	Piece 4 <b>A Group Challenge Dream Birds</b>	To understand how to work well with others in a group.	To work with others in a group to solve problems.
2	Piece 5 <b>Continuing Our Group Challenge</b>	To recognise ways in which a group can work well together.	To describe some ways in which they worked well in their group.
2	Piece 6 <b>Celebrating Our Achievement</b>	To know how to share success with other people.	To describe how being part of a successful group feels. To store those feelings in my internal treasure chest.

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3	Piece 1 <b>Dreams and Goals</b>	To identify a person who has faced difficult challenges and achieved success.	To respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)
3	Piece 2 <b>My Dreams and Ambitions</b>	To identify a dream/ambition that is important to them.	To imagine how they will feel when they achieve their dream/ambition.
3	Piece 3 <b>A New Challenge</b> <b>Garden design / Decoration</b>	To understand the positives of facing new challenges and to work out the best ways for them to achieve them.	To break down a goal into a number of small steps. To know how others could help them to achieve their goals.
3	Piece 4 <b>Our New Challenge</b> <b>Garden Design / Decoration</b>	To know that they are responsible for their own learning and can use their strengths as learners to achieve new challenges.	To get motivated and enthusiastic about achieving a new challenge.
3	Piece 5 <b>Our New Challenge</b> <b>Garden Design / Decoration</b>	To recognise obstacles which might hinder their achievement and take steps to overcome them.	To manage the feelings of frustration when obstacles occur.
3	Piece 6 <b>Celebrating My Learning</b>	To know my successes and confidently share them with others.	To evaluate my own learning progress and identify how they could improve it next time.

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4	Piece 1 <b>Hopes and Dreams</b>	To know how it feels to have hopes and dreams.	To describe some of their hopes and dreams.
4	Piece 2 <b>Broken Dreams</b>	To understand that sometimes hopes and dreams do not come true and that this can hurt.	To know how disappointment feels. To identify when they have felt that way.
4	Piece 3 <b>Overcoming Disappointment</b>	To know that reflecting on positive and happy experiences can help me to counteract disappointment.	To know how to cope with disappointment and how to help others cope with theirs.
4	Piece 4 <b>Creating New Dreams</b>	To know what it means to be resilient and to have a positive attitude.	To know how to make a new plan and set new goals even if they have been disappointed.
4	Piece 5 <b>Achieving Goals Potato People</b>	To understand that they can take steps to achieve a goal successfully as part of a group.	To enjoy being part of a group challenge.
4	Piece 6 <b>We did it!</b>	To identify the contributions made by themselves and others to the group's achievement.	To know how to share the success of a group and how to store this success experience in their internal treasure chest.

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5	Piece 1  <b>When I Grow Up (My Dream Lifestyle)</b>	To understand that they will need money to help them achieve some of their dreams.	To identify what they would like their life to be when they grow up.
5	Piece 2  <b>Investigate jobs and Careers</b>	To know about a range of jobs carried out by people they know and have explored how much people earn in different jobs.	To appreciate the contributions made by people in different jobs.
5	Piece 3  <b>My Dream Job. Why I want it &amp; the steps to get there</b>	To identify a job, they would like to do when they grow up and understand what motivates them and what they need to do to achieve it.	To appreciate the opportunities that learning and education are giving them and understand how this will help them to build their future.
5	Piece 4  <b>Dreams and Goals of Young People in Other Cultures</b>	To identify and describe the dreams and goals of young people in a culture different to mine.	To reflect on how other people's cultures, relate to theirs.
5	Piece 5  <b>How Can We Support Each Other?  Charity Fundraising</b>	To understand that communicating with someone in a different culture means we can learn from each other and identify a range of ways that could help support one another.	To appreciate the similarities and differences in aspirations between themselves and young people in a different culture.
5	Piece 6  <b>Rallying Support</b>	To understand why they are motivated to make a positive contribution to supporting others.	To encourage peers to support young people here and abroad to meet their aspirations and suggest ways we could do that, e.g. through sponsorship.

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6	Piece 1 <b>Personal Learning Goals</b>	To understand why it is important to stretch the boundaries of their current learning.  To know that their learning strengths.	To set challenging but realistic goals for themselves (e.g. one in-school and one out-of-school goal)
6	Piece 2 <b>Steps to Success</b>	To understand the learning steps that they need to reach their goals.  To understand how to motivate themselves to work on these.	To set success criteria so that they will know whether they have reached their goals.
6	Piece 3 <b>My Dream for the World</b>  <b>Flags/Bunting</b>	To identify problems in the world that concern them.	To talk to other people about your concerns for the world.  To recognise the emotions, they experience when they consider people in the world who are suffering or living in difficult times.
6	Piece 4 <b>Helping to Make a Difference</b>  <b>Fundraising Event</b>	To identify and work with other people to help make the world a better place.	To empathise with people who are suffering or who are living in difficult situations.
6	Piece 5 <b>Helping To make a Difference</b>	To identify why they are motivated to help.	To describe some ways in which I can work with other people to help make the world a better place.
6	Piece 6 <b>Recognising Our Achievements</b>	To know what some people in their class like or admire about them and can accept their praise.	To give praise and compliments to other people when they recognise their contributions and achievements.

