

**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<br><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<br><b>Never Giving Up</b>       | To not give up until they reach a goal.                                                                   | To persevere e.g. to keep trying and not give up on a challenge and reach their goals. |
| R                 | Piece 3<br><b>Setting a Goal</b>        | To set a goal.                                                                                            | To work towards achieving their goal.                                                  |
| R                 | Piece 4<br><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<br><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<br><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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|-------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                                                           | Piece 1<br><b>My Treasure Chest of Success</b>       | To know about things that they do well.<br>To understand that success feeds self-respect and a sense of achievement and happiness.                                                         | To set simple goals.                                                                                                                                                   |
| 1                                                           | Piece 2<br><b>Steps to Goals</b>                     | To set a goal and work out how to achieve it.<br>To understand that learning and achieving leads to feeling good about yourself.<br>To understand how trying new things builds confidence. | To understand how they learn best.                                                                                                                                     |
| 1                                                           | Piece 3<br><b>Achieving together</b>                 | To understand how to work well with a partner.<br>To understand the importance of social skills.                                                                                           | To work well with a partner and celebrate achievement with them.<br>To practice listening, sharing ideas, taking turns and recognising feelings when working together. |
| 1                                                           | Piece 4<br><b>Stretchy Learning Stretchy Flowers</b> | To tackle a new challenge and understand that it might stretch my learning.<br>To understand that challenges can build confidence.                                                         | To identify how they feel when they are face with a new challenge.<br>To reflect on how learning new skills can build confidence and self-esteem.                      |
| 1<br>-Enhanced: focus on being active, rest, and self-care. | Piece 5<br><b>Overcoming Obstacles</b>               | To identify obstacles which make it more difficult to achieve their new challenge.<br>To work out how to overcome them.                                                                    | To know how it feels when they see obstacles and how they feel when they overcome them.<br>To introduce self-care choices.                                             |
| 1                                                           | Piece 6<br><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. To remember achievements to build positive self-esteem.                                |

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| 2<br>-Added explicit references to hobbies, interests and participation. | Piece 1<br><b>Goals to Success</b>              | To choose a realistic goal and think about how to achieve it.                                                                                       | To know about their achievements and how that made them feel.<br>To reflect on how success shows what children enjoy and are good at.                                         |
| 2<br>This lesson has been moved from Healthy Me Piece 1.                 | Piece 2<br><b>My Learning Strengths</b>         | To know what they need to keep their bodies healthy.                                                                                                | To be motivated to make healthy choices that help to reach goals.<br>To persevere when things get tricky.                                                                     |
| 2<br>-Added new content on body feelings when working in teams.          | Piece 3<br><b>Learning with Others</b>          | To understand how working with other people helps them to learn.                                                                                    | To recognise who they work well with and who is more difficult for them to work well with.<br>To recognise how their feeling show up in their bodies in different situations. |
| 2<br>-Changed focus to community, safety, health and wellbeing.          | Piece 4<br><b>A Group Challenge Dream Birds</b> | To work with others in a group and create an end product.                                                                                           | To understand how to work well with others in a group to solve problems.                                                                                                      |
| 2<br>New location for this lesson – moved from Healthy Me                | Piece 5<br><b>Being Relaxed</b>                 | To understand what 'relaxed' means.                                                                                                                 | To describe some things that make me feel relaxed and some that make me feel stressed.<br><br>To describe when a feeling is strong (big) or weak.                             |
| 2                                                                        | Piece 6<br><b>Celebrating Our Achievement</b>   | To know how to share success with other people.<br><br>To understand the importance of being well mannered and respectful when working with others. | To describe how being part of a successful group feels.<br>To store those feelings in my internal treasure chest.                                                             |

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| 3<br>-Extended content on how challenges can look different for people with different abilities.   | Piece 1<br><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)<br>To reflect on how being active and outdoors can support success. |
| 3<br>-Changed role model to Maggie Aderin-Pocock with new story content                            | Piece 2<br><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.<br>To respect people who have different dreams or are different from us.                                       |
| 3<br>-Adapted focus to benefits of spending time outdoors, health promotion and community project. | Piece 3<br><b>Feeling safe helps me grow</b><br><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.<br>To know how others could help them to achieve their goals.                                                                     |
| 3                                                                                                  | Piece 4<br><b>Choices that help us grow</b><br><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.<br>To understand safe and healthy choices in daily life that help bodies and minds grow. | To get motivated and enthusiastic about achieving a new challenge.<br>To distinguish between choices that help only themselves and those that help everyone.                         |
| 3<br>Added new water safety content.                                                               | Piece 5<br><b>Our New Challenge: Overcoming Obstacles</b><br><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<br>-Improved focus on teamwork skills and celebrating progress.                                  | Piece 6<br><b>Celebrating My Learning</b>                                                      | To evaluate my own learning progress and identify how they could improve it next time.                                                                                                                               | To know my successes and confidently share them with others.<br>To store my feelings in my internal treasure chest.                                                                  |

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| 4<br>-Pupils explore the story of basketball player Michael Jordan    | Piece 1<br><b>Hopes and Dreams</b>              | To know how it feels to have hopes and dreams.                                                                                               | To describe some hopes and dreams.<br>To explore 'feelings' vocabulary.                                                                                                |
| 4<br>New learning intentions – combined with aspects of Healthy Me P2 | Piece 2<br><b>Broken Dreams</b>                 | To understand that sometimes hopes and dreams do not come true and that this can hurt.<br>To understand about disappointment and resilience. | To know how disappointment feels.<br>To identify when they have felt that way.<br>To recognise the roles people take in groups and how these can support or challenge. |
| 4<br>-Extended scenarios to include safety-related disappointments.   | Piece 3<br><b>Overcoming Disappointment</b>     | To know that they can respect themselves and notice how coping builds self-esteem and resilience.                                            | To know how to cope with disappointment and find ways to move forward.                                                                                                 |
| 4<br>-Added risk, safety and courage vocabulary.                      | Piece 4<br><b>Creating New Dreams</b>           | To know how to make a new plan and set new goals even if they have been disappointed.                                                        | To know what it means to be resilient and to have a positive attitude.                                                                                                 |
| 4                                                                     | Piece 5<br><b>Achieving Goals Potato People</b> | To enjoy being part of a group challenge.<br>To understand that being respectful and well mannered supports positive teamwork.               | To understand that they can take steps to achieve a goal successfully as part of a group.<br>To be able to adapt when things don't go as planned.                      |
| 4                                                                     | Piece 6<br><b>We did it!</b>                    | To identify the contributions made by themselves and others to the group's achievement.<br>To remember successes helps build resilience.     | 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<br>-Extended content linking dreams to who children are and what matters to them.                                                                  | Piece 1<br><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.<br><br>To start to develop a sense of themselves and their self-esteem.                         |
| 5<br>-New lesson: focuses on keeping track of money, spending decisions affecting others and environment, and attitudes towards saving and spending. | Piece 2<br><b>Keeping track of money (Inc digital spending)</b>            | To recognise that people have different attitudes toward saving and spending money and towards risk.                                                                                                                                                                                                                                                                                     | To Recognise that there are different ways that peoples' spending decisions can affect others and the environment.<br>To recognise that things have different value. |
| 5<br>-New learning intentions<br>-Added focus on checking if online information about jobs is reliable                                               | Piece 3<br><b>My Dream Job. Why I want it &amp; the steps to get there</b> | To recognise their strengths and qualities and understand that it's OK for their goals and identity to change as they grow.                                                                                                                                                                                                                                                              | To explore a range of different jobs and think critically about the information they see about them online                                                           |
| 5<br>-Added rights (UNCRC), technology, opportunity, barriers and financial harm                                                                     | Piece 4<br><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.<br><br>To understand technology creates opportunities and Challenges for our dreams and goals.                                                                                                                                                                                             | To reflect on how other people's cultures, relate to their own.                                                                                                      |
| 5                                                                                                                                                    | Piece 5<br><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.<br><br>To learn that taking part in community activities like fundraising is not just about helping others, but is also an important self-care technique that builds teamwork skills and a sense of belonging. | To appreciate the similarities and differences in aspirations between themselves and young people in a different culture.                                            |

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| 5 | Piece 6<br><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<br><b>Personal Learning Goals</b>                        | To know their learning strengths and set challenging but realistic goals for themselves (e.g. one in-school and one out-of-school goal) | To understand why it is important to stretch the boundaries of their current learning.                                                                                                                                                               |
| 6<br>New lesson with existing learning intentions.                                                                                                                         | Piece 2<br><b>Steps to Success</b>                               | To understand the learning steps that they need to reach their goals.<br>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<br>-Added new content on news anxiety and seeking support.<br>Introduced strategies for managing feelings about global issues (talk, switch off, do something positive). | Piece 3<br><b>My Dream for the World</b>                         | To identify problems in the world that concern them.                                                                                    | To talk to other people about your concerns for the world.<br>To recognise the emotions, they experience when they consider people in the world who are suffering or living in difficult times.<br>To reflect on climate anxiety and hopeful action. |
| 6<br>-Strengthened focus on how charities reduce suffering.                                                                                                                | Piece 4<br><b>Helping to Make a Difference 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<br><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<br><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.                                                                                                                                             |