



Jigsaw knowledge and skills progression: Dreams & Goals Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Dreams & Goals Puzzle (unit of work) including some of the new key vocabulary used in each year group and suggestions for Family Learning. Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some of the content and vocabulary may have been changed or be taught in a different year group.

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	<ul style="list-style-type: none"> • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal 	<ul style="list-style-type: none"> • Understand that challenges can be difficult • Recognise some of the feelings linked to perseverance • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Resilience • Recognise how kind words can encourage people • Feel proud • Celebrate success 	<ul style="list-style-type: none"> • What is a challenge? • How does it feel when you think you can't do something? • What job would you like when you are older? • What goals have you set? • Why is it important to keep trying? • Tell me about a time when something was hard but you kept trying. • How do you like to celebrate when you achieve something? • How can we celebrate together? • How does Jigsaw Jenie help you in lessons? • Can you tell me about Calm Me time?
	<p>In this Puzzle the children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.</p>		
	<p>New key vocabulary that may be introduced: Dream, goal, challenge, job, persevere, achievement, happy, kind, encourage, proud.</p>		

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DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	<ul style="list-style-type: none"> • Know how to set simple goals • Know how to achieve a goal • Know how to work well with a partner • Know that tackling a challenge can stretch their learning • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved 	<ul style="list-style-type: none"> • Recognise things that they do well • Explain how they learn best • Celebrate an achievement with a friend • Recognise their own feelings when faced with a challenge • Recognise their own feelings when they are faced with an obstacle • Recognise how they feel when they overcome an obstacle • Can store feelings of success so that they can be used in the future 	<ul style="list-style-type: none"> • What goals have you set at school? • What goal would you like to set for home? • What do you need to do achieve your goal? • How do you feel when something is difficult? • How do you feel when you have achieved a goal? • How can we celebrate your achievements together? • How does Jigsaw Jack help you in lessons? • Can you tell me about Calm Me time?
<p>In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.</p>			
<p>New key vocabulary that may be introduced: Proud, success, internal treasure chest, stretchy learning, stepping-stones, process, working together, team work, celebrate, challenge, obstacle, overcome, achieve, dreams, goal.</p>			

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DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	<ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know how to recognise what working together well looks like • Know what good group working looks like • Know how to share success with other people 	<ul style="list-style-type: none"> • Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner • Recognise how working with others can be helpful • Be able to work effectively with a partner • Be able to choose a partner with whom they work well • Be able to work as part of a group • Recognise how it feels to be part of a group that succeeds and store this feeling 	<ul style="list-style-type: none"> • What goals have you set at school? • What goal would you like to set for home? • What do you need to do achieve your goal? • How do you feel when something is difficult? • How do you feel when you have achieved a goal? • How do you like to celebrate when you achieve something you are proud of? • How can we celebrate each other's achievements at home? • Does Jigsaw Jo help you learn? • Do you have Pause Points with Jigsaw Jerrie Cat? Do these help you?
<p>In this Puzzle the class talk about setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people.</p>			
<p>New key vocabulary that may be introduced: Realistic, strengths, persevere, challenge, difficult, easy, learning together, partner, product, problem-solve.</p>			

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DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	<ul style="list-style-type: none"> • Know about specific people who have overcome difficult challenges to achieve success • Know what dreams and ambitions are important to them • Know how they can best overcome learning challenges • Know that they are responsible for their own learning • Know what their own strengths are as a learner • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know how to evaluate their own learning progress and identify how it can be better next time 	<ul style="list-style-type: none"> • Recognise other people's achievements in overcoming difficulties • Imagine how it will feel when they achieve their dream / ambition • Can break down a goal into small steps • Recognise how other people can help them to achieve their goals • Can manage feelings of frustration linked to facing obstacles • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> • Can you tell me about someone who overcame an obstacle to achieve their goal. • What ambition is important to you? • What can you do if something is difficult? • How does it feel to be stuck? • How can I help you to achieve your goal? • What might it feel like when you achieve your goal? • Describe how it felt when you achieved your goal? • How can you use this feeling the next time you are stuck? • How does Jigsaw Jino help your Jigsaw work? • Do you enjoy Calm Me time?
<p>In this Puzzle the class look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They talk about facing learning challenges and identify their own strategies for overcoming these. The children talk about obstacles which might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.</p>			
<p>New key vocabulary that may be introduced: Co-operation, motivated, enthusiastic, excited, efficient, responsible, frustration, 'solve it together' technique, solutions, review, evaluate respect, admire, ambition.</p>			
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DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	<ul style="list-style-type: none"> • Know what their own hopes and dreams are • Know that hopes and dreams don't always come true • Know that reflecting on positive and happy experiences can help them to counteract disappointment • Know how to make a new plan and set new goals even if they have been disappointed • Know how to work out the steps they need to take to achieve a goal • Know how to work as part of a successful group • Know how to share in the success of a group 	<ul style="list-style-type: none"> • Can talk about their hopes and dreams and the feelings associated with these • Can identify the feeling of disappointment • Can identify a time when they have felt disappointed • Be able to cope with disappointment • Help others to cope with disappointment • Can identify what resilience is • Have a positive attitude • Enjoy being part of a group challenge • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> • What are your hopes and dreams? • Can you tell me about a time that one of your dreams didn't come true? • What can we do when we feel disappointed? • What is resilience? • Describe how it felt when you achieved your goal? • Can I tell you what my dreams and goals were when I was your age? • How can you use this feeling the next time you are stuck? • Does Calm Me time help you when you are feeling stuck? • How does Jigsaw Jaz help you learn?
<p>In this Puzzle the children talk about their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment. The children talk about making new plans and setting new goals even if they have been disappointed. The class talk about group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.</p>			
<p>New key vocabulary that may be introduced: Hope, determination, resilience, positive attitude, disappointment, fears, positive experiences, plans, cope, help, self-belief, commitment.</p>			
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DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	<ul style="list-style-type: none"> • Know that they will need money to help them to achieve some of their dreams • Know about a range of jobs that are carried out by people I know • Know that different jobs pay more money than others • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that communicating with someone from a different culture means that they can learn from them and vice versa • Know ways that they can support young people in their own culture and abroad 	<ul style="list-style-type: none"> • Verbalise what they would like their life to be like when they are grown up • Appreciate the contributions made by people in different jobs • Appreciate the opportunities learning and education can give them • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate the differences between themselves and someone from a different culture • Understand why they are motivated to make a positive contribution to supporting others 	<ul style="list-style-type: none"> • What are your dreams and goals? • Why might you need money to help you achieve your dreams and goals? • What jobs are you interested in doing when you are a grown-up? • Tell me about the hopes and dreams of someone from a different culture? What are the similarities and differences from your own? • Shall I share with you what my dreams and goals were when I was at school? • What are the differences and similarities between you and someone from a different culture? • How does Jigsaw Jerrie Cat help you pause and reflect? • Does Calm Me time have a positive effect on you?
<p>In this Puzzle the class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look as the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.</p>			
<p>New key vocabulary that may be introduced: Lifestyle, job, career, profession, salary, contribution, society, culture, sponsorship, aspiration, communication, support, rallying, difference.</p>			
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DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 10-11	<ul style="list-style-type: none"> • Know their own learning strengths • Know how to set realistic and challenging goals • Know what the learning steps are they need to take to achieve their goal • Know a variety of problems that the world is facing • Know how to work with other people to make the world a better place • Know some ways in which they could work with others to make the world a better place • Know what their classmates like and admire about them 	<ul style="list-style-type: none"> • Understand why it is important to stretch the boundaries of their current learning • Set success criteria so that they know when they have achieved their goal • Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances • Empathise with people who are suffering or living in difficult situations • Be able to give praise and compliments to other people when they recognise that person's achievements 	<ul style="list-style-type: none"> • What are your learning strengths? • What goal have you set at school? • What goal have you set for home? • How can I help you achieve your goals? • What problems in the world are you worried about? Is there anything we can do to help? • What do you think your classmates admire and like about you? • What do you think your family admire and like about you? • What do you admire about other people? • Do you have any role models? • Does calm Me time help you regulate your emotions?
<p>In this Puzzle the class talk about their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they'll need to take as well as talking about how to stay motivated. The children explore various global issues and explore places where people may be suffering or living in difficult situations – whilst doing this they reflect on their own emotions linked to this learning. The class also talk about what they think their classmates like and admire about them as well as working on giving others praise and compliments.</p>			
<p>New key vocabulary that may be introduced: Personal, realistic, unrealistic, criteria, learning steps, global, issue, suffering, concern, hardship, empathy, praise, compliment, recognition.</p>			

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DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 11-12	<ul style="list-style-type: none"> Know what my dreams and goals are Know the steps I need to take to achieve my dreams and goals Know that, as my life changes, my dreams and goals may change too Can make a plan and adapt it when necessary Know how to use my experiences, including my mistakes and setbacks, to make appropriate changes to my plans and behaviour Know that there are intrinsic and extrinsic rewards and different types of motivation (coercive and positive) associated with different dreams and goals I recognise the commitment required to achieve my dreams and goals 	<ul style="list-style-type: none"> Able to take responsibility for my life, and believe that I can influence what happens to me Can discuss and set goals and challenges for myself Can break a long-term goal into small, achievable steps Can monitor and evaluate my own performance Reflect on any barriers to achieving a goal and identify how I am going to overcome them Recognise when I should feel pleased with, and proud of, myself and can accept praise from others Make wise choices where I look to long-term rather than short-term benefits and can delay gratification Have a range of strategies for helping me to feel and remain optimistic, approaching new tasks in a positive frame of mind 	<ul style="list-style-type: none"> What is your dream job and why? What skills do you already have that might help you get the job/career that you want? How do you feel about trying things that might go wrong? What skills would you like to improve? How do you celebrate achieving your dreams and goals? What do some people do when things go wrong? Is it helpful? What's another solution? What work skills do you think people need to be successful? What is most important to you? How do people measure success? How do you think we should measure success? What is delayed gratification? Do you think your dreams and goals would be different if we lived in another country? How can you remind yourself to not give up, even when things are difficult? How could you make a positive impact in our community? How can that help you with your dreams and goals?
<p>In this Puzzle, pupils consider the skills needed for 21st Century employment and delve deeper into their own skill set and consider how to improve it. They consider what they have already achieved, what their goals and dreams may be, and how they can plan for success in the short and long term. Pupils explore what motivates us to keep focussed and what intrinsic and extrinsic rewards there may be for them. They plan the steps they may need to take to achieve their goals, identifying possible obstacles and developing strategies they may need to overcome these and remain positive. Pupils reflect on the 'blame' culture and why personal responsibility and optimism is strongly linked to successful outcomes. Failure is also discussed from a positive angle, and pupils discuss ways of moving forwards and celebrating success.</p>			
<p>New key vocabulary that may be introduced: Coping strategy, barriers, setback, delayed gratification, benefits, coercive/positive motivation, intrinsic/extrinsic reward, setbacks, strategies, optimism, taking responsibility, locus of control.</p>			
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