

PROGRESSION: 3.DREAMS AND GOALS (PSHE SMSC)



	YEAR 3 PLANNING	YEAR 4 PLANNING	YEAR 5 PLANNING	YEAR 6 PLANNING
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<ul style="list-style-type: none"> identify their own dreams and ambitions and discuss how it will feel when they achieve them 	<ul style="list-style-type: none"> consider their hopes and dreams - how do they achieve long term goals (resilience and intrinsic / extrinsic motivation) 	<ul style="list-style-type: none"> share their dreams and goals and how they might need money to help them achieve them consider jobs that people they know do 	<ul style="list-style-type: none"> share their own strengths and further stretch themselves by setting challenging and realistic goals. use skills to raise money for charity, 'Make £5 grow etc
	<ul style="list-style-type: none"> break down a goal into small steps manage feelings of frustration linked to facing obstacles imagine how it will feel when they achieve their dream/ ambition 	<ul style="list-style-type: none"> talk about their hopes and dreams and the feelings associated with these 	<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 	<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
T H E C H I L D R E N W I L	<ul style="list-style-type: none"> look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories 	<ul style="list-style-type: none"> discuss how it feels when dreams don't come true and how to cope with/overcome feelings of disappointment discuss making new plans and setting new goals even if they have been disappointed 	<ul style="list-style-type: none"> 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 Learn about these jobs in the local community and make connections with uni, employers etc 	<ul style="list-style-type: none"> discuss the learning steps they will need to take as well as talking about how to stay motivated Learn about these jobs in the local community and make connections with uni, employers etc
	<ul style="list-style-type: none"> recognise other people's achievements in overcoming difficulties recognise how other people can help them to achieve their goals 	<ul style="list-style-type: none"> have a positive attitude identify the feeling of disappointment be able to cope with disappointment identify what resilience is identify a time when they have felt disappointed help others to cope with disappointment 	<ul style="list-style-type: none"> understand why they are motivated to make a positive contribution to supporting others 	<ul style="list-style-type: none"> be able to give praise and compliments to other people when they recognise that person's achievements
	<ul style="list-style-type: none"> discuss facing learning challenges and identify their own strategies for overcoming these. 	<ul style="list-style-type: none"> explore group work and overcoming challenges together. 	<ul style="list-style-type: none"> look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture 	<ul style="list-style-type: none"> reflect on 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
	<ul style="list-style-type: none"> share their success with others store feelings of success (in their internal treasure chest) to be used at 	<ul style="list-style-type: none"> enjoy being part of a group challenge share their success with others store feelings of success (in their 	<ul style="list-style-type: none"> reflect on the differences between their own learning goals and those of someone from a different culture 	<ul style="list-style-type: none"> empathise with people who are suffering or living in difficult situations recognise the emotions they

L	another time	internal treasure chest) to be used at another time	<ul style="list-style-type: none"> • appreciate the differences between themselves and someone from a different culture • appreciate the opportunities learning and education can give them 	experience when they consider people in the world who are suffering or living in difficult circumstances
----------	--------------	---	---	--

T A U G H T K N O W L E D G E	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<ul style="list-style-type: none"> • Know what dreams and ambitions are important to them • Know that they are responsible for their own learning • Know what their own strengths are as a learner 	<ul style="list-style-type: none"> • Know what their own hopes and dreams are • Know that hopes and dreams don't always come true 	<ul style="list-style-type: none"> • Know about a range of jobs that are carried out by people I know • Know the types of job they might like to do when they are older 	<ul style="list-style-type: none"> • Know their own learning strengths • Know what their classmates like and admire about them
	<ul style="list-style-type: none"> • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know how they can best overcome learning challenges • Know how to evaluate their own learning progress and identify how it can be better next time 	<ul style="list-style-type: none"> • Know how to make a new plan and set new goals even if they have been disappointed • Know that reflecting on positive and happy experiences can help them to interact disappointment • Know how to work out the steps they need to take to achieve a goal 	<ul style="list-style-type: none"> • Know that they will need money to help them to achieve some of their dreams • Know that different jobs pay more money than others 	<ul style="list-style-type: none"> • Know what the learning steps are they need to take to achieve their goal • Know how to set realistic and challenging goals
<ul style="list-style-type: none"> • Know about specific people who have overcome difficult challenges to achieve success 	<ul style="list-style-type: none"> • 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"> • 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"> • Know a variety of problems that the world is facing • Know some ways in which they could work with others to make the world a better place 	

British Values related to: Individual Liberty Mutual Respect Tolerance

9 Protected Characteristics related to: Race Age