

PSHE Spring 1 Dreams and Goals Curriculum Road Map

EYFS

In this Puzzle, the children consider 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.

Why do we follow on with this unit?

Develop confidence in setting goals and learning about perseverance.

What skills will we build upon?

Resilience, synergizing, feelings associated with setting goals and achievement.

Year 1

The children 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.

Year 2

The children explore 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 consider group work and reflect on with whom they work well and with whom they don't. They also reflect on sharing success with other people.

Why do we follow on with this unit?
Identify their dreams and ambitions, how to overcome challenges.

What skills will we build upon?
Feelings linked to success and failure, share their success with others.

Year 3

The children 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 discuss facing learning challenges and identify their own strategies for overcoming these. The children consider obstacles that 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.

Year 4

The children consider 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 discuss making new plans and setting new goals even if they have been disappointed. The class explores group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.

Why do we follow on with this unit?

Link goals and dreams to future careers and look at people globally and the issues they may encounter.

What skills will we build upon?

Verbalise their goals and dreams, share and praise others in success.

Year 5

The children share their dreams and goals and how they might need money to help them achieve them. They consider 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 at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture

Year 6

The children share their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they will need to take as well as talking about how to stay motivated. The children 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 to this learning. The children also discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments.

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