

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
<p>Ages 9-10</p>	<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 they know • Know that different jobs pay more money than others • Know the types of job they might like to do when they are older and think critically about how careers are portrayed in media and by influencers • 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 • Know that jobs and careers can be shown differently in the media and that online information is not always reliable 	<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 • Recognise their own strengths and qualities and understand that their goals and identity may change as they grow • Recognise that spending decisions can affect others and the environment, and that things have different values 	<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 these link to their identity and self-esteem. They learn that some dreams may need money while others do not. The children look at a range of jobs, noticing that some pay more than others, and discuss the different ways jobs contribute to society. They also consider how jobs are shown in the media, recognising that success often involves unseen hard work. Finally, they reflect on their own strengths and explore similarities and differences between their goals and those of children from other cultures.</p>			
<p>New key vocabulary that may be introduced: Lifestyle, job, career, profession, salary, contribution, society, culture, sponsorship, aspiration, communication, support, rallying, digital spending, save, personal details, PIN, financial harm, self-care difference.</p>			
<p>Notes for</p>	<p>School</p>		