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| **Subject: Personal Development: Dreams & Goals Year A : Phase 2***NB The statutory and non-statutory objectives are continuously revisited in a spiral curriculum using Jigsaw toolkit. Within themed topic’s we teach objectives discreetly in MTP’s whilst revisiting in outline previously taught objectives. For the purpose of this MTP we are emphasising the following objectives that pupils should be taught;***RSHE Statutory Guidance**Respectful Relationships 3c,e,g,hBeing Safe 5a,g-hMental Well-Being 6b-d**Non Statutory Guidance Citizenship KS2**Developing confidence and responsibility and making the most of their abilities 1a-c,e-fPreparing to play an active role as citizens 2a-b,e,jDeveloping good relationships and respecting the difference between people 4eBroader opportunities 5a-h |
| **Prior Learning (what pupils already know and can do)**Know how to set goals and achieve themKnow how to work within a teamKnow how to talk about how they feel when things are difficult or positiveKnow how to help themselves to overcome a difficulty Know to ask for help from a trusted person; family, teacher or friend Know there are different ways to get money and pay for things Know different types of employment and jobs you can get to earn money  |
| **End Points (what pupils MUST know and remember)**Know how to cope with difficult challengesKnow how to self-manage own disappointments to self-regulateKnow how to recognise their own strengths Know how to celebrate others strengths even when disappointedKnow how to be realistic in their ambitionsKnow how to feel confident in expressing own achievementsKnow ways to look after money and spend it wiselyKnow about jobs I might like to try and study for |
| Key Vocabulary to teach each session; achievement, disappointment, realistic, challenges, self- regulation, dreams aspirations, resilience, responsibility, confidence, success, failure |
| **Session 1:** **Difficult Challenges and Achieving Success** –I can identify a person that has faced challenges and achieves success. I respect and admire those who overcome obstacles and achieve their dreams and goals. Enjoy facing new challenges and working out the best ways to achieve them resilience and responsible for myself, choices and decisions.**Taught Year A Dreams and Goals units 1**  |
| **Session 2:** Resilience and confidence; To be motivated and enthused about achieving new challenges, developing confidence that comes with both success and failure. I can identify a dreams and ambition that is important to me. **Taught Year A Dreams and Goals units 1**  |
| **Session 3: A new challenge:** I enjoy facing new challenges and working out the best way for me to achieve them. I can break down goals into smaller, manageable steps and understand that others can play a role in helping me to achieve this. I know, I am responsible for my own learning and can use my strengths for success. **Taught Year A Dreams and Goals units 1**  |
| **Session 4: Overcoming obstacles and celebrating my learning**; I recognise which obstacles could hinder my achievements and take steps to overcome them. I know how to manage the feeling of frustration when obstacles occur. I am confident in sharing my success with others and can store my feelings in my own internal treasure chest. **Taught Year A Dreams and Goals units 1** |
| **Session 5 Economic Well-Being** Explore How they look after money. What happens if money is not spent well, what is the impact on you, your family and the environment? How do banks work and what services can you access and how they help to look after money. Teach vocabulary:cash, credit card, debit card, vouchers, cheques, online banking budgeting, priorities**Jigsaw Optional Lesson Financial Education Age 7-9 Keeping track of Money** |
| **Session 6 Careers:** Pupils will cover gender assumptions, expectations and stereotypes in jobs in the UK and across the continents. Pupils will learn about different factors and lineages of gender stereotyping. Pupils will cover work life behaviours and resilience and character. Labour market information describes the condition of the labour market, past and present, as well as future projections. Learn where work opportunities are increasing or decreasing, what occupations exist, what pupils need to study to become a professional in that occupation, what is required to take up an occupation, how one can find a job, change job or progress in a career.  |