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| **Subject: Personal Development; Dreams and Goals Year A : Phase 3***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 3a-eMental Health 6b-d,f,i**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,d-f,I,jDeveloping good relationships and respecting the difference between people 4a-b,gBreadth of Opportunities 5a-i  |
| **Prior Learning (what pupils already know and can do)**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 wisely Know about jobs I might like to try and study for |
| **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 own strengths and others and celebrate them even if disappointedKnow what it is to be realisticKnow how to be confident in expressing own achievementsKnow how to keep track of money, spending and saving Know what a CV is and what goes in one |
| Key Vocabulary to teach each session; achievement, disappointment, realistic, challenges, self-regulation, dreams aspirations, resilience, responsibility, confidence, success, failure, spending decisions, fair trade, charity fund raising, loans, spending power. |
| **Session 1:** **My Dream Lifestyle.**  I can understand that I will need money to help me to achieve some of my dreams. I can identify what I would like my like to be like when I grow up. **Taught Year A Dreams and Goals Units 1** |
| **Session 2: Career Choices and Dreams** I know about a range of jobs that are available. I understand that different people have different roles. I am aware that different people earn different amounts of money depending on the job they have. I can identify the job that I would like to do when I grow up and can explain what motivates me to achieve this goal. **Taught Year A Dreams and Goals Units 1**  |
| **Session 3: Supports others Dreams and Ambitions**; I can describe the dreams and ambitions of children in different cultures. I understand that I may need to communicate differently with people in different cultures. I **Taught Year A Dreams and Goals Units 1** |
| **Session 4: Achieving Goals**; Oi can encourage my peers to support young people here and abroad to meet their aspirations and suggest ways that we might do this, including through sponsorship. I recognise mine and others contributions to a group achievement, - working as a team, celebrating others contributions; humility, resilience, positive attitudes**Taught Year A Dreams and Goals Units 1** |
| **Session 5: Economic Well-being ; Saving and Spending** Learn to debate whether money is best spent or saved, value verses cost, debt and loans. Keeping track of money and how banks help. Cash cards and credit cards and the importance of keeping personal information safe. Explore choices around spending and saving and how that decision is dependent on other circumstances and what they could be. Look at ways they can judge value for money on spending. Discuss difference on spend patterns by people. Explore Risks with money and how it can be managed. Learn about debt and loan**.** **Jigsaw Optional Financial Education Age 9-11 Keeping Track of Money**  |
| **Session 6: Career:** What is a CV and why do you have one; headlines, personal statement, work experience. education, skills, achievements, interests. Year 6 pupils have a ‘Exploring possibilities’ meeting with their teacher before leaving school. Discussion; Thinking about what jobs and roles to pursue, understanding learning pathways and how to access and succeed in them, recognising the relationship between learning, qualifications and work, building awareness about workplaces, workplace culture and expectations, analysing and preparing for recruitment and selection processes. |