

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
Ages 10-11	<ul style="list-style-type: none"> Know their own learning strengths Know how to set realistic and challenging goals Know what the learning steps are they need to take to achieve their goal Know a variety of problems that the world is facing Know how to work with other people to make the world a better place Know some ways in which they could work with others to make the world a better place Know what their classmates like and admire about them 	<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 Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances Empathise with people who are suffering or living in difficult situations Be able to give praise and compliments to other people when they recognise that person's achievements 	<ul style="list-style-type: none"> What are your learning strengths? What goal have you set at school? What goal have you set for home? How can I help you achieve your goals? What problems in the world are you worried about? Is there anything we can do to help? What do you think your classmates admire and like about you? What do you think your family admire and like about you? What do you admire about other people? Do you have any role models? Does calm Me time help you regulate your emotions?
	<p>In this Puzzle, children reflect on their own strengths and learn how to set realistic yet challenging goals. They explore the steps needed to achieve these goals and discuss how to stay motivated along the way. The class considers a range of global issues, including the impact of climate change, and reflects on the difficult situations people may face around the world. As part of this, children are supported to recognise and talk about feelings such as climate anxiety, and to practise critical thinking as they consider different perspectives. They also learn where they can go for help or support if worries about global issues feel overwhelming. Alongside this, children explore what their classmates like and admire about them, and practise giving genuine praise and compliments to others.</p>		
	<p>New key vocabulary that may be introduced:</p> <p>Personal, realistic, unrealistic, criteria, learning steps, global, issue, suffering, concern, hardship, empathy, praise, sponsorship, contribution, compliment, recognition, news anxiety, cooperate, collaborate, role, strategy, support, awareness, safety, rescue, prevention.</p>		

Notes for

School