

Dreams & Goals Puzzle Map - Ages 5-6 Year 1

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary		PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing						
1. My Treasure Chest of Success	RKR: 8	GW: 3, 4, 5	-Strengthened focus on self-respect and happiness. -Added new content on recognising success and how it connects to self-esteem. -Extended reflection prompts about valuing achievements.	Pupils explore what mean by success and how celebrating their own achievements helps children develop self-respect and feel happier about themselves. Children create treasure chests to store reminders of their successes and consider how remembering what they've achieved can help them when things feel difficult.	Proud Success Achievement Goal	Treasure Coins Self-respect Happiness	I can set simple goals	I can tell you about a thing I do well
2. Steps to Goals	RKR: 8	GW: 3, 4	-Integrated self-respect vocabulary throughout. -Added new content linking learning to feeling good about yourself. -Improved reflection on how trying new things builds confidence.	Focuses on understanding how to set goals and work out the steps needed to achieve them. Explores different ways they may learn best, whether by watching, listening or doing, and helps them recognise their own learning preferences. Children learn that having a go and trying again shows self-respect and that being kind to ourselves when we're learning something new helps us feel good about ourselves.	Goal Learning Stepping stones Process	Garden Dreams Self-respect Happiness Special	I can set a goal and work out how to achieve it	I can tell you how I learn best
3. Achieving Together Puzzle Outcome: Dream Wellies	RKR: 1, 6, 7	GW: 3, 4	-Improved reflection on positive behaviours when working with partners. -Strengthened prompts focusing on listening, sharing ideas, taking turns and recognising feelings.	Pupils learn about the importance of working well with a partner and celebrating achievements together. They focus on the skills needed for successful teamwork including listening carefully, sharing ideas, taking turns, being polite and recognising each other's feelings and work in pairs to design a welly showing a shared goal they both want to achieve.	Working together Teamwork Achievement Celebrate		I understand how to work well with a partner	I can celebrate achievement with my partner

<p>4. Stretchy Learning Stretchy Flowers</p>	<p>RKR: 8</p>	<p>GW: 3, 4</p>	<p>-Extended vocabulary for feelings around success. -Added new content on confidence building and noticing skills. -Improved reflection on how learning new skills helps children feel good about themselves.</p>	<p>Children explore how learning new things requires us to stretch our thinking and skills, just as our bodies can stretch. They discuss the range of feelings that come with facing new challenges and are set a new challenge of making stretchy flowers and consider how trying again and again is how we learn, and that noticing their own effort and success helps them respect themselves and feel confident.</p>	<p>Learning Stretchy Challenge Feelings Confidence Self-respect</p>	<p>I can tackle a new challenge and understand this might stretch my learning</p>	<p>I can identify how I feel when I am faced with a new challenge</p>
<p>5. Overcoming Obstacles</p>	<p>RKR: 8</p>	<p>GW: 1, 2, 3, 4, 5, 6 PHF: 1, 2 HP: 3</p>	<p>-Enhanced with focus on being active, rest, and self-care. -Added content on how outdoor play, movement, rest and helping others support wellbeing. - Introduced new slide on self-care choices.</p>	<p>Children learn how working towards goals involves facing obstacles that can make challenges more difficult and develop ideas about how to overcome them. They revisit the stepping stones idea to represent stages of a journey with obstacles, and explore how being active outdoors, resting, eating well and helping others supports wellbeing when working towards goals.</p>	<p>Rest Challenge Obstacle Overcome Achieve Goal Stepping stones Active</p>	<p>I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them</p>	<p>I know how I feel when I see obstacles and how I feel when I overcome them</p>
<p>6. Celebrating My Success</p>	<p>RKR: 8</p>	<p>GW: 3, 4, 5</p>	<p>-Integrated self-respect and confidence vocabulary. - Strengthened focus on how success builds self-esteem. Added new content helping children see their treasure chest as showing growing skills and interests that make them special.</p>	<p>This lesson explores how recalling and celebrating the successes experienced throughout the puzzle, with every child identifying at least one thing they have done well. Focus on understanding how to store feelings of success in an internal treasure chest that can be visualised whenever needed, especially when finding something difficult. Explores how remembering achievements helps children feel good about themselves and shows the skills and interests that make each of them special.</p>	<p>Success Celebration Challenge Internal treasure chest Feelings Goals Dreams Garden Self-respect Confidence</p>	<p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p>	<p>I know how to store the feelings of success in my internal treasure chest</p>

Dreams & Goals Puzzle Map - Ages 6-7 Year 2

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary		PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing						
1. Goals to Success	RKR: 8	GW: 1, 3, 4	<ul style="list-style-type: none"> -Strengthened content on self-esteem and identity. -Added explicit references to hobbies, interests and participation. -Extended reflection on how success shows what children enjoy and are good at. 	This lesson is about the importance of choosing realistic goals and how to achieve them, what success means and how feeling proud of achievements helps build self-esteem. Explores how success looks different for everyone, whether through sports, hobbies, helping others, spending time outdoors or being a kind friend, and how all these successes show who we are and what we enjoy.	Realistic Proud Success Goal	Self-esteem Hobbies Interest Self-care	I can choose a realistic goal and think about how to achieve it	I can tell you things I have achieved and say how that makes me feel
2. My Learning Strengths	RKR: 8	GW: 1, 2, 3, 4, 5 HE: 1, 2, 3 HP: 3, 4, 5	<ul style="list-style-type: none"> -This lesson has been moved from Healthy Me Piece 1. -Focuses on what is needed to keep body healthy and motivated to help to make healthy lifestyle choices to achieve our goals. -Added reflection on perseverance when things feel tricky. 	Focus on understanding what keeps our bodies healthy and exploring motivation to make healthy lifestyle choices such as eating a balanced diet, exercising, drinking water, sleeping well, resting and relaxing, keeping clean and brushing teeth. Children learn that whilst most people know how to keep themselves healthy, sometimes people find it difficult to stay motivated, and that we can try to keep going when things feel tricky and feel proud of our efforts and feel more able to overcome everyday challenges in our lives.	Healthy choices Lifestyle Motivation		I know what I need to keep my body healthy	I am motivated to make healthy choices that help me to reach my goals
3. Learning with Others	RKR: 6, 8	GW: 3, 4	<ul style="list-style-type: none"> -Added new content on body feelings when working in teams. -Integrated hobbies and interests' vocabulary. -Extended reflection on feelings in the body during different activities and emotions. 	Children reflect on who they work well with, and how working with other people helps learning. They complete the challenges set in Piece 1 in teams, exploring how it feels easier to work towards a goal with someone you get on with well. They recognise how their bodies might feel different when showing their work, and how feelings like nervousness or excitement can show up physically.	Learning together Success Celebrate Achievement Goal	Partner Teamwork Hobbies Interests Feelings	I can recognise who I work well with and who it is more difficult for me to work with	I can tell you how working with other people helps me learn

<p>4. A Group Challenge</p> <p>Puzzle Outcome: Dream Birds</p>	<p>RKR: 1, 5, 6, 7, 8</p>	<p>GW: 1, 2, 3</p>	<p>-Changed focus to community, safety, health and wellbeing. -Added content on how dream birds represent ways to keep ourselves and others safe and healthy. -Strengthened teamwork and problem-solving elements.</p>	<p>This lesson focuses on developing teamwork and problem-solving skills through creating imaginary dream birds for a "Garden of Dreams and Goals." in groups that represent ways to keep safe, healthy and happy in their community. The lesson emphasises collaboration, reflection on group dynamics, and celebrates how different contributions work together to create something special.</p>	<p>Learning together Success Celebrate Achievement Problem-solve</p>	<p>Challenge Product Dream bird Group Teamwork</p>	<p>I can work well in a group to create an end-product</p>	<p>I can work with others in a group to solve problems</p>
<p>5. Being Relaxed</p>	<p>RKR: 1, 5, 7</p>	<p>GW: 2, 3, 5</p>	<p>-New location for this lesson – moved from Healthy Me -Focuses on what relaxed means and managing stress when managing goals -Added reflection on how group work can feel relaxing or stressful</p>	<p>Children learn how being healthy is being able to unwind, relax and be calm, and how relaxing allows our minds and bodies to be quiet and calm, so we can rest and recover from things that cause us to worry or feel concerned. Explores the concept of stress as a natural response to help address challenges, but that too much stress can make it harder to manage and feel in control. Children learn to identify when feelings are weak and when feelings are strong.</p>	<p>Relax Relaxation Tense Calm Stress</p>		<p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</p>	<p>I can tell you when a feeling is weak and when a feeling is strong</p>
<p>6. Celebrating Our Achievement</p> <p>Assessment Opportunity</p>	<p>RKR: 1, 3, 5, 7, 8</p>	<p>GW: 1, 3, 4, 5</p>	<p>-Added new content on manners and courtesy -Integrated reflection on using good manners when celebrating group success. -Strengthened focus on showing respect when working as a team.</p>	<p>Pupils consider how to share success with other people and how contributing to the success of a group feels, storing those proud feelings in their internal treasure chest. They learn about the importance of good manners and courtesy when celebrating group success, learning that manners are the kind words and actions we use to show care for other people, and courtesy means being polite and respectful. Children reflect on their group's achievements during a special Calm Me time.</p>	<p>Success Dream Goal Achievement Proud Manners Courtesy</p>		<p>I know how to share success with other people</p>	<p>I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest</p>

Dreams & Goals Puzzle Map - Ages 7-8 Year 3

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary		PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing						
1. Dreams and goals	RKR: 5, 8	GW: 2, 3, 4, 5	<ul style="list-style-type: none"> -Added respect, include and self-esteem vocabulary -Extended content on how challenges can look different for people with different abilities -Improved reflection on how being active or outdoors supports success 	Pupils consider how those who have faced difficult challenges may have achieved success in different ways, developing respect and admiration for those who overcome obstacles and achieve their dreams and goals and how these challenges can look different for people with different abilities, backgrounds or choices. Children consider possible circumstances of people facing challenges, considering their feelings before, during and after achieving success.	Challenges Success Obstacles Dreams	Goals Respect Include Self-esteem	I can tell you about a person who has faced difficult challenges and achieved success.	I respect and admire people who overcome obstacles and achieve their dreams and goals. (e.g. through disability)
2. My dreams and ambitions	RKR: 5, 8, 10	GW: 3, 4, 5	<ul style="list-style-type: none"> -Strengthened focus on self-respect, identity, hobbies and interests -Changed role-model to Maggie Aderin-Pocock with new story content - Added reflection on respecting people who have different dreams or are different from us 	Pupils identify personal dreams and ambitions and imagine how they might feel when these are achieved. This lesson uses the story of space scientist Maggie Aderin-Pocock to consider how self-respect grows when we keep trying even when things are difficult. Children create flowers representing their dreams and goals as seeds that can grow into the future.	Dreams Goals Ambitions Future Respect	Self-respect Self-esteem Wellbeing Differences Identity	I can identify a dream / ambition that is important to me.	I can imagine how I will feel when I achieve my dream / ambition.
3. Feeling safe helps me grow Puzzle Outcome: Garden design/decoration	RKR: 1, 5, 6	GW: 1, 2	<ul style="list-style-type: none"> -Adapted focus to benefits of spending time outdoors, health promotion and community project. -Extended content on wellbeing features in gardens and safe outdoor spaces. 	Children work together to design a safe and healthy garden that could promote health and wellbeing aspects such as rest, sleep, exercise, food, calm spaces and time outdoors. They reflect on the benefits of spending time outdoors and how being outside affects body and mind.	Garden Dream Goal Teamwork	Design Wellbeing Outdoors	I enjoy facing new challenges. I'm working out the best ways need to achieve them.	I can break down a goal into a number of steps and know how others could help me to achieve it.

<p>4. Choices that help us grow</p> <p>Puzzle outcome: Garden design/decoration.</p>	<p>RKR: 1</p>	<p>GW: 1, 2 PHF: 2</p>	<p>-New lesson title and focus -Added content on safe choices to support health and wellbeing. -Added benefits of spending time outdoors. -Extended reflection on choices that help everyone in community.</p>	<p>Children build on their ideas from the previous lesson, developing understanding about ways we can take responsibility for our own learning and how to use our personal strengths as a learner. Children identify safe and healthy choices in daily life such as going to bed on time, playing outdoors, eating fruit and asking for help, considering how these choices help bodies and minds grow. Group work involves designing safe and healthy signs for a community garden, distinguishing between choices that help only themselves and those that help everyone.</p>	<p>Challenge Strengths Motivated Enthusiastic</p>	<p>Responsible Safe choices Healthy Wellbeing</p>	<p>I am motivated and enthusiastic about achieving a new challenge.</p>	<p>I know that I'm responsible for my own learning and can use my strengths as a learner to achieve the challenge.</p>
<p>5. Our new challenge: overcoming obstacles.</p> <p>Puzzle outcome: Garden design/decoration.</p>	<p>RKR: 1, 3, 6, 8</p>	<p>GW: 1, 2, 4 PHF: 2 PS: 1, 2</p>	<p>-Introduced Community Garden of Dreams and Goals concept. -Added new water safety content. -Strengthened focus on citizenship, supportive communities and careers. -Extended reflection on community roles.</p>	<p>In this lesson, pupils recognise obstacles which might hinder achievement and possible steps to overcome them, developing skills to manage feelings of frustration that may arise when obstacles occur. They use their group work skill to design their Community Garden of Dreams and Goals to support different members of the community, considering water safety, and what community roles or careers might help look after it.</p>	<p>Obstacles Frustration Solve it Together Technique Solution Teamwork Water safety Safe choices Community</p>		<p>I can recognise obstacles which might hinder my achievements and can take steps to overcome them.</p>	<p>I can manage the feelings of frustration that may arise when obstacles occur.</p>
<p>6. Celebrating my learning.</p> <p>Assessment opportunity</p>	<p>RKR: 1, 3, 6, 8</p>	<p>GW: 3, 4, 5</p>	<p>-Improved focus on teamwork skills and celebrating progress. -Changed reflection questions to emphasise learning about helping the community. -Strengthened connection to wellbeing from shared laughter and creativity.</p>	<p>At the end of this Puzzle, children review their Community Garden project, thinking about what they learned, the strengths they used and the successes they had. They explore how learning stretched during the task, which strengths were used most, and what would be done differently next time. They find out how learning can be stretched in different directions, celebrating how their teamwork skills have developed.</p>	<p>Review Learning Strengths Success Self-review Evaluate</p>		<p>I can evaluate my own learning process and identify how it can be better next time.</p>	<p>I am confident in sharing my success with others and can store my feelings in my internal treasure chest.</p>

Dreams & Goals Puzzle Map – Ages 8-9 Year 4

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary		PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing						
1. Hopes and Dreams	RKR: 8	GW: 3, 4	<ul style="list-style-type: none"> -Added more feelings vocabulary -Extended reflection on feelings connected to dreams. -Made links for teacher to Jigsaw Resilience and Well-being Toolkit. 	<p>This Puzzle starts with learning about personal hopes and dreams and understanding how it feels to have them. Pupils explore the story of basketball player Michael Jordan and through his story explore the concept of resilience and the importance of having a positive attitude and that it is often hard work and perseverance rather than quick fixes that allow us to achieve dreams. Children reflect on their own dreams and hopes for the future, considering how realistic these are, and the feelings associated with having dreams such as excitement or anxiety.</p>	Dream Hope Perseverance Resilience Positive attitude Proud Hopeful Determined	Anxious Disappointed Problem-solve Motivated Inspired	I can tell you about some of my hopes and dreams	I know how it feels to have hopes and dreams
2. Broken Dreams	RKR: 1, 3, 11	GW: 3, 4, 5, 8 WO: 1, 3	<ul style="list-style-type: none"> -New learning intentions – combined with aspects of Healthy Me P2 -Added focus on roles people take in groups. -Strengthened content on disappointment and resilience. -Extended reflection on how groups support us when things are difficult. 	<p>This lesson builds understanding about how sometimes hopes and dreams do not come true and that this can hurt, considering how disappointment can feel for people. Children explore different scenarios where hopes and dreams have gone wrong and discuss how people in groups take on different roles such as leading, encouraging and sharing ideas, and how these roles can help solve problems and cope with feelings of disappointment when things go wrong or are difficult.</p>	Dreams Hopes Disappointment Hurt	Resilience Roles Leader Follower Agree/disagree	I understand that sometimes hopes and dreams do not come true and that this can hurt and recognise how resilience and support from others can help.	I know how disappointment feels and identify when I have felt that way, recognising the roles people (including myself) take in groups and how these can support or challenge me.
3. Overcoming Disappointment	RKR: 3, 6, 8	GW: 3, 4	<ul style="list-style-type: none"> -New learning intentions -Added new vocabulary. -Strengthened content on how resilience builds self-esteem. -Extended scenarios to include safety-related disappointments. 	<p>Children build on learning in previous lesson to consider practical strategies for dealing with disappointment. There is a focus on using role play to explore scenarios and how we can treat disappointment as an emotion that will pass and as a stepping stone to achieving dreams and goals. Children recognise that each time they show resilience they prove something to themselves about being able to have another go, which builds self-esteem.</p>	Dreams Disappointment Goals Plans	Cope Help Resilience Self-respect Self-esteem Setback	I know how to cope with disappointment and find ways to move forward.	I can respect myself and notice how coping builds my self-esteem and resilience

4. Creating New Dreams	RKR: 3, 8	GW: 3, 4, 5	<ul style="list-style-type: none"> -Added risk, safety and courage vocabulary. -Strengthened focus on making safe choices when taking risks. -Extended content on how contestants adapt and show resilience. -Improved reflection on safety when trying new things. 	<p>Focus on understanding how to make a new plan and set new goals even after disappointment, examining how different people react to disappointment and which reactions are helpful. Children consider where self-belief comes from and strategies for letting negative feelings go safely. Develops understanding that staying positive, having determination, resilience and self-belief can help manage disappointment, whilst recognising that negative feelings are natural but can be unhelpful if held onto for too long.</p>	Resilience Self-belief Determination Goal Dream	Safe risk Risk Safety Courage	I know how to make a new plan and set new goals even if I have been disappointed	I know what it means to be resilient and to have a positive attitude
5. Achieving Goals Puzzle Outcome: Potato People	RKR: 3, 7, 8	GW: 3, 5	<ul style="list-style-type: none"> -Added resilience, courtesy and manners vocabulary -Strengthened focus on adapting when things don't go as planned. -Extended content on showing courtesy so everyone's strengths can be used. -Improved reflection on including others through respectful behaviour. 	<p>Children work out the steps to achieve a goal and do this as teams to design, make and create personalities for potato people. They consider how resilience helps when things don't go to plan, how manners and courtesy ensure everyone has a voice and uses their strengths, and how to stay safe when using materials. Children recognise different roles in teamwork and how to adapt positively when working together.</p>	Goal Design Resilience Courtesy Manners		I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group	I can enjoy being part of a group challenge
6. We Did It! Assessment Opportunity	RKR: 1, 3, 7, 8	GW: 2, 3, 4, 5	<ul style="list-style-type: none"> -Introduced new concept of internal treasure chest for storing proud moments. -Extended reflection on how remembering successes helps resilience. -Strengthened connection to storing positive feelings for future encouragement. 	<p>In this last lesson, children learn how to share in the success of a group and store this successful experience in an internal treasure chest. They review their team's performance in the Potato Person challenge, reflect on how well they worked together, and recognise that shared laughter, teamwork and creativity are successes they can treasure for their wellbeing.</p>	Resilience Positive attitude Review Learning	Success Celebrate Wellbeing Internal treasure chest	I can identify the contributions made by myself and others to the group's achievement	I know how to share in the success of a group and how to store this success experience in my internal treasure chest

Dreams & Goals Puzzle Map - Ages 9-10 Year 5

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. When I Grow Up	RKR: 8	GW: 3, 4	<ul style="list-style-type: none"> -Added self-esteem and identity vocabulary -Extended content linking dreams to who children are and what matters to them. -Improved reflection on how dreams connect to identity and how achieving dreams affects self-esteem. 	<p>This Jigsaw PSHE lesson explores children's dreams for their adult lives and helps them understand that whilst money may be needed to achieve some aspirations, other dreams don't require money at all. Children examine various professions and consider the skills, strengths and lifestyles associated with different jobs, before creating a "My Future Self" reflection that connects their dreams to their identity and self-esteem. The lesson emphasises that whilst dreams may change as children grow, their core sense of self remains, and encourages them to recognise the qualities they already possess that could help them achieve their aspirations.</p>	<ul style="list-style-type: none"> Dream Money Grown up Adult Lifestyle Self-esteem Identity 	I understand that I will need money to help me achieve some of my dreams	I can identify what I would like my life to be like when I am grown up
2. Keeping Track of Money	RKR: 5, 8 OSA: 4	GW: 3, 4 WO: 1, 5, 6, 7, 10	<ul style="list-style-type: none"> -New lesson: focuses on keeping track of money, spending decisions affecting others and environment, and attitudes towards saving and spending. 	<p>This lesson explores children's attitudes towards spending and saving money, helping them understand that financial decisions can affect others and the environment in different ways. The lesson covers the concept of 'value for money', discusses the risks associated with digital spending (including in-app purchases and online transactions), and emphasises the importance of keeping personal details like PINs and passwords safe. Children work through money decision scenarios in groups, recognising that people have different approaches to managing money and that everyone's financial situation is different.</p>	<ul style="list-style-type: none"> Attitudes Digital spending Choice Environment Influence Save Spend Spending decisions Risk (online risk) Values Personal details (PIN, Password) 	I recognise that there are different ways that people's spending decisions can affect others and the environment, and that things have different values	I recognise that people have different attitudes towards saving and spending money, and towards risk.
3. My Dream Job	RKR: 8 OSA: 2	GW: 3, 4 WO: 1, 7	<ul style="list-style-type: none"> -New learning intentions -Strengthened critical thinking about how jobs are shown in media -Added focus on checking if online information about jobs is reliable -Extended reflection on own strengths and how identity may change 	<p>Learning how to explore a range of different jobs and think critically about information seen about them online. Children are encouraged to recognise their own strengths and qualities and how it is acceptable for goals and our self-identity to change over time. Children research jobs, considering job descriptions, skills needed, salaries, contributions to society and whether information sources are reliable.</p>	<ul style="list-style-type: none"> Job Career Profession Money Salary Society Media Reliable Self-esteem Identity 	I can explore a range of different jobs and think critically about the information I see about them online.	I can recognise my own strengths and qualities and understand that it's OK for my goals and identity to change as I grow.

<p>4. Dreams and Goals of Young People in Other Cultures</p>	<p>FPWCFM: 3 RKR: 5, 10</p>	<p>GW: 4 WO: 1</p>	<p>-Added rights (UNCRC), technology, opportunity, barrier and financial harm vocabulary -Strengthened links to children's rights -Extended content on how technology creates opportunities and challenges. Improved reflection on how rights and technology affect dreams</p>	<p>Focus on describing the dreams and goals of young people in a culture different to your own and reflecting on how these relate to personal dreams. Explores children's lives in different countries and cultures, considering what their aspirations might be and how they might differ from or be similar to our own. Links to the United Nations Convention on the Rights of the Child, considering how rights such as education and play influence dreams and goals. Children reflect on how improvements in technology have opened up new opportunities but can also cause problems like scams or unfair comparisons. Explores barriers and opportunities that affect whether dreams can be achieved.</p>	<p>Dream Goal Aspiration Culture Country Financial harm Rights (UNCRC) Technology Opportunity Barrier</p>	<p>I can describe the dreams and goals of young people in a culture different to mine</p>	<p>I can reflect on how these relate to my own</p>
<p>5. How Can We Support Each Other?</p>	<p>RKR: 1, 5, 10</p>	<p>GW: 1, 4</p>	<p>-Added self-care and community participation vocabulary -Strengthened focus on how community participation supports wellbeing -Extended content on how taking part in community activities helps look after ourselves -Improved reflection on connection between helping others and self-care</p>	<p>The class explores how we share influences from different cultures (such as food, music and sports) and how participating in our community supports both others and our own wellbeing. Children learn that taking part in community activities like fundraising is not just about helping others, but is also an important self-care technique that builds teamwork skills and a sense of belonging. The main activity involves working in groups to plan a fundraising event or activity for charity, emphasising how community participation helps us feel valued, supported and connected to something larger than ourselves.</p>	<p>Aspiration Dream Community participation Goal Culture Self-care</p>	<p>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</p>	<p>I appreciate the similarities and differences in aspirations between myself and young people in a different culture</p>
<p>6. Rallying Support</p>	<p>RKR: 1, 6</p>	<p>GW: 1</p>	<p>Removed optional song</p>	<p>This concluding Jigsaw PSHE lesson brings together the 'Dreams and Goals' unit as groups present and refine their fundraising project plans from the previous lesson, giving each other constructive feedback. Children explore why they feel motivated to support others, particularly young people in other countries, and reflect on teamwork, leadership skills, and strategies for rallying support for their causes. The lesson serves as a summative assessment opportunity and ends with the class selecting project(s) to carry out in future and receiving personalised certificates recognising their learning and progress.</p>	<p>Support Rallying Sponsorship Aspiration Teamwork Dream Goal</p>	<p>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p>	<p>I understand why I am motivated to make a positive contribution to supporting others</p>

Dreams & Goals Puzzle Map - Ages 10-11 Year 6

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Personal Learning Goals	RKR: 8	GW: 4	No changes for 2026	Children identify their personal learning strengths and understand the importance of setting challenging but realistic goals that stretch their current abilities. Children explore the difference between realistic and unrealistic goals and hear the teacher (or a guest) share their own aspirations from when they were younger, including the steps taken and obstacles overcome. Each child then sets two specific goals for themselves - one school-based goal and one aspiration for outside school - which they record on goal cards in their Jigsaw Journal.	Dream Goal Learning Strengths Stretch Achievement Personal Realistic Unrealistic	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal)	I understand why it is important to stretch the boundaries of my current learning
2. Steps to Success	RKR: 8	GW: 3, 4	-New lesson with existing learning intentions. -Streamlined Connect Us activity. -Improved focus on goals within school and through sports or hobbies outside school.	Pupils learn how to break down big goals into manageable steps and recognise the importance of success criteria as "signposts" that show they're making progress. The lesson explores how feelings about goals can change throughout the journey - from initial excitement to feeling stuck or tired - and that this is a normal part of working towards achievement. The main activity is a team-based grid crossing game that serves as a metaphor for goal setting, where each move represents a step forward, crossed-out squares represent challenges already faced, and success means supporting every team member to reach the goal.	Achieve Aspirations Success Goal Motivate Success criteria Feelings (excited, worried, tired)	I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these	I can set success criteria so that I will know whether I have reached my goal
3. My Dream for the World	RKR: 1, 5, 11	GW: 1, 3, 4, 5, 8, 9	Added new content on news anxiety and seeking support. Introduced strategies for managing feelings about global issues (talk, switch off, do something positive). Added signposting to support services. Strengthened reflection on climate anxiety and hopeful action.	Pupils identify and discuss global issues that concern them, exploring the emotions they experience when considering people who are suffering or living in difficult situations. News anxiety is discussed, and strategies for managing difficult feelings: talking to a trusted adult, taking breaks from the news, and doing something positive like helping in the community. Children examine various global challenges, consider who provides help during world crises, and create bunting displaying their 'dreams for the world' along with one small action they or their community could take to move towards that dream.	Dream Feeling Achievement Global Issue Suffering Concern	I can identify problems in the world that concern me and talk to other people about them	I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations

4. Helping to Make a Difference	RKR: 1, 3, 5, 6	GW: 1, 3, 4, 5	<p>-Added cooperate, collaborate, role, strategy, support, awareness, safety, rescue, prevention vocabulary</p> <p>-Introduced RNLI Float to Live campaign</p> <p>-Strengthened focus on how charities reduce suffering.</p> <p>-Added sentence stems to support teamwork</p>	<p>Exploring charity events and campaigns, children learn how teamwork helps charities make bigger impacts and consider what kinds of suffering different charities try to reduce. Working collaboratively in groups, children plan and design a manageable fundraising event or project (such as sponsorship tasks or bake sales) to support a chosen charity, whether global, national or local. Through this process, children develop empathy with people who are suffering whilst also building their own teamwork and project planning skills, sense of purpose and connection to a wider community, experiencing the satisfaction of working towards shared goals.</p>	<p>Dream Achievement Money Sponsorship Suffering</p>	<p>I can work with other people to help make the world a better place</p>	<p>I can empathise with people who are suffering or who are living in difficult situations</p>
5. Helping to Make a Difference	RKR: 1, 3, 5, 6	GW: 1, 3, 4, 5	<p>No changes for 2026</p>	<p>Groups share and refine their charity fundraising project plans, giving and receiving constructive feedback whilst identifying leadership skills demonstrated during collaborative work. The class decides which project(s) to carry out and develops action plans for implementation. Through this process, children build project management, delegation and teamwork skills whilst understanding their own motivation for wanting to make the world a better place.</p>	<p>Dream Goal Suffering Empathy Motivation Leadership skills</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place</p>	<p>I can identify why I am motivated to do this</p>
6. Recognising Our Achievements	RKR: 7, 8	GW: 3, 4	<p>No changes for 2026</p>	<p>This concluding lesson develops children's ability to give meaningful praise and compliments to others when recognising their contributions and achievements, whilst learning to accept positive feedback about themselves. Through reflection on their collaborative work, children identify and celebrate each group member's contributions, then complete Achievement Cards that recognise their own accomplishments throughout the unit. The lesson serves as summative assessment and ends with children receiving personalised certificates celebrating their learning and progress in Dreams and Goals.</p>	<p>Admire Achievement Praise Compliment Contribution Recognition</p>	<p>I know what some people in my class like or admire about me and can accept their praise</p>	<p>I can give praise and compliments to other people when I recognise their contributions and achievements</p>