

Hawkesley Church Primary Academy

'let your light shine'
Matthew 5:16



PSHCE - Jigsaw Curriculum

Curriculum impact in 'dreams and goals'

Progression in



PSHE (JIGSAW) Knowledge Progression map

EYFS	National Curriculum					
<p>Early Learning Goals http://www.hawkesley.bham.sch.uk/Early-Years/</p> <p>Building relationships Work and play cooperatively and take turns with others Form positive attachments to adults and peer friendships Show sensitivity to their own and other's needs</p> <p>Managing self Explain the reasons for rules, know right from wrong and try to behave accordingly Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Self-regulation Give focussed attention to what the teacher says, responding appropriately, even when engaged in an activity, and show and ability to follow instructions involving several ideas and actions</p>	<p>Pupil must be taught to: About healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. To know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The knowledge and capability to take care of themselves and receive support if problems arise. To foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. In the ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.</p>					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Mindfulness is embedded throughout the Jigsaw approach. Jigsaw teaches children to: to be aware of your thoughts and feelings as they arise to be able to focus your mind on what you choose to focus it on both outside of you and within you		
Our decision-making impacts on the quality of our lives and the lives of others: covered in Being Me in My World, Celebrating Differences, Dreams & Goals , Healthy Me and Relationships Jigsaw units.	Our decision-making impacts on the quality of our lives and the lives of others: covered in Being Me in My World, Celebrating Differences, Dreams & Goals , Healthy Me and Relationships Jigsaw units.	Our decision-making impacts on the quality of our lives and the lives of others: covered in Being Me in My World, Celebrating Differences, Dreams & Goals , Healthy Me and Relationships Jigsaw units.
I can make decisions based on what I like and dislike. Celebrating Difference: lesson 1 and 2 I have developed an awareness that my decisions can affect me and others. I can take part in group decisions. Relationships: lessons 2, 3 and 4 Being Me in My World: lessons 1, 4, 5 and 6 I have an understanding that things can be safe or unsafe. Healthy Me: lessons 4, 5 and 6	I can make decisions based on what I know. Being Me in My World, ages 5-6: lesson 5 Being Me in My World, ages 6-7: lessons 1 and 2 Being Me in My World, ages 7-8: lessons 1, 2, 3 and 4 I can recognise that my decisions can impact on me and others, both now and in the future. I can take part in group decisions and I understand why some decisions need to be made as a group. Being Me in My World, ages 5-6: lessons 5 and 6 Being Me in My World, ages 6-7: lessons 3 - 6 Being Me in My World, ages 7-8: lessons 4 - 6 Relationships, ages 5-6: lessons 2 - 5 Relationships, ages 6-7: lesson 3 Relationships, ages 7-8: lesson 2, 4 and 5 I can identify and assess risks. Healthy Me, ages 5-6: lessons 3 - 6 Healthy Me, ages 6-7: lesson 3 Healthy Me, ages 7-8: lesson 3 - 5	I can make considered decisions, taking into account available information, including past experiences. I can set appropriate goals. Being Me in My World, ages 8-9: lessons 1 - 4 Being Me in My World, ages 9-10: lessons 1 - 4 Being Me in My World, ages 10-11: lessons 1 - 3 Dreams & Goals , ages 8-9: lesson 4 Dreams & Goals , ages 9-10: lesson 3 Dreams & Goals , ages 10-11: lessons 1 and 2 I can recognise that some decisions I make will have a long-term impact on my life and the lives of others. I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors. Being Me in My World, ages 8-9: lessons 4 - 6 Being Me in My World, ages 9-10: lessons 4 - 6 Being Me in My World, ages 10-11: lessons 4 - 6 Relationships, ages 8-9: lessons 1 and 4 Relationships, ages 9-10: lessons 1 - 3 Relationships, ages 10-11: lessons 4 - 6 I can identify and assess risks, and I can take steps to reduce them. Healthy Me, ages 8-9: lessons 3 and 4 Healthy Me, ages 9-10: lessons 1, 2 and 3 Healthy Me, ages 10-11: lessons 2, 3 and 4

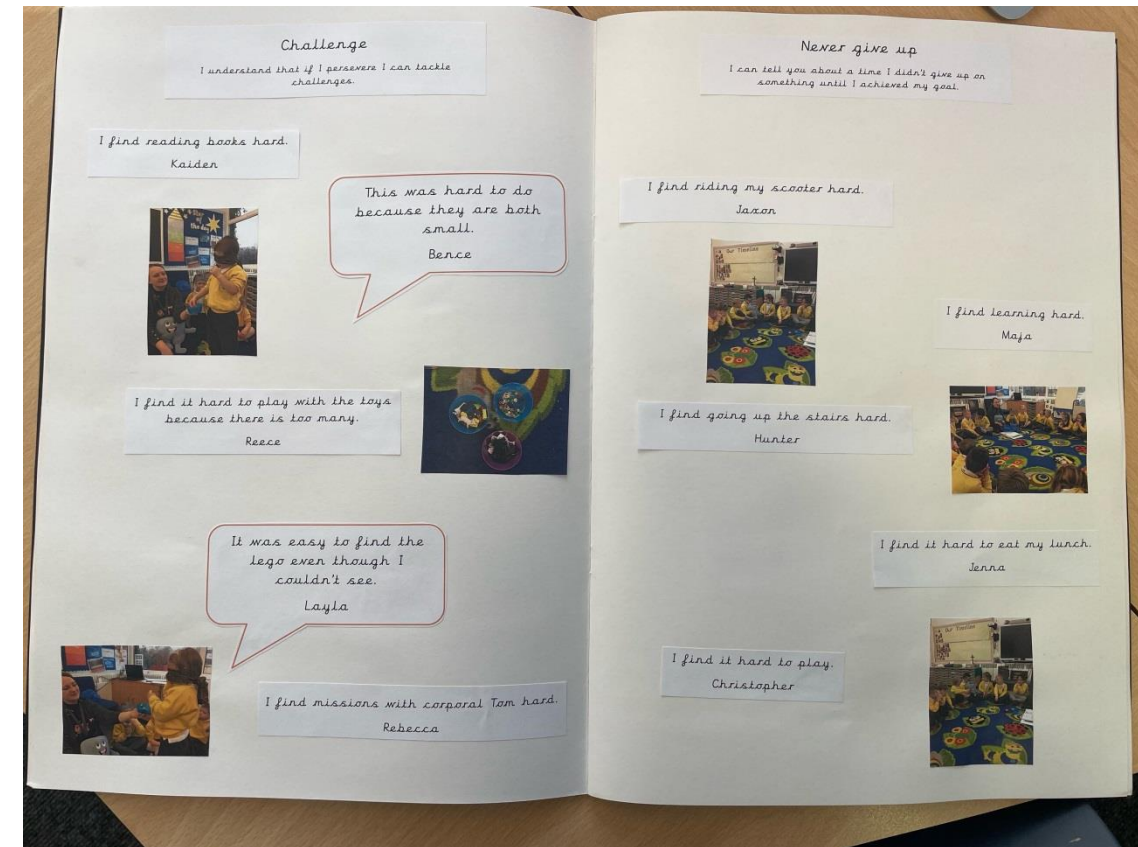
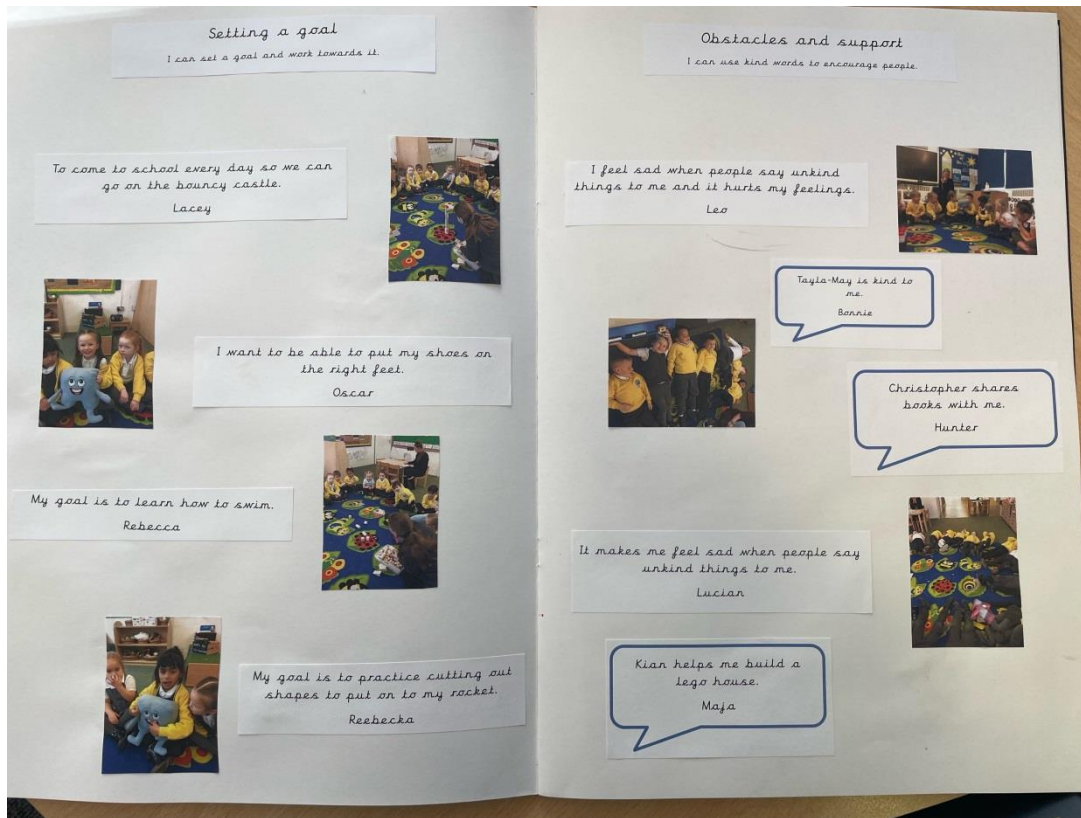
Whole School

Nursery



Nursery expectation: Dream and goals – Making decisions based on what I like and dislike.

Reception



Reception expectation: Dreams and goals- Develop an awareness of my decisions and how they can affect me and others. To take part in group decisions.


Year 1

LO: To set a simple goal for yourself
SC

Define goal
Identify my goals Set new simple goal

Do now:
Define unique and give one example of what makes you unique
Our hair is different → Scarlett
Our clothes and hair are nice → Ruby

Key vocabulary:
Proud Success Achievement Goal Treasure Coins



Exit ticket:
What is a goal? What is your goal for the end of Year 1?
parry Mae - better sentence writing
Courtney - better handwriting

Assessment (initials)
✓
✗ Abs - Poppy
Mistakes
Levayan

Gap fill: What happened to ensure those who did not CAN.
Name: _____ Feedback given: _____
DL: _____
MH: _____
LK: _____

My goal

- PE → Mason
- geography → SD
- painting & art → ADW
- maths → McCarthy
- writing → Courtney

LO: To apply my knowledge of goals when faced with a new challenge
SC

- Identify goal
- Discuss how to achieve goal
- Plan

Do now:
Iqbal and his partner Iqbal Ica are working together. They can't decide on a colour they both like. What would you suggest to them to help them?
Pick the same colour - CH work together - SD
Look at your clothes and choose a colour.

Key vocabulary:
Learning
Stretchy
Challenge
Feelings


Exit ticket:
Iqbal is faced with a brand-new topic in Maths that he is unfamiliar with. He finds it tricky. What should he do?
Try his best → DL
Never give up → ADW

Assessment (initials)
✓ we could complete the challenge but understanding new abs LK challenge DH needs
✗

Gap fill: What happened to ensure those who did not CAN.
Name: Lemala Feedback given: understanding

smiling makes me happy
it makes me feel funny
makes me want to dance

We have stretched our knowledge to achieve our goal.



LO: To set a goal and plan how to achieve it
SC

- Recall goal
- Identify goal
- Discuss steps to achieve

Do now:
What is a goal? What is your goal for the end of Year 1?
Ruby → when you are good at something


Key vocabulary:
Goal
Learning
Sleeping balance
Process
Garden
Dreams

Exit ticket:
"My goal is to move up 5 book bands by the end of year 1"
What steps would you suggest to help this child achieve their goal?
Read everyday @ practise my phonics
ask for help

Assessment (initials)
✓
✗

Gap fill: What happened to ensure those who did not CAN.
Name: _____ Feedback given: _____

Steps to a successful jam sandwich



Year 1 expectation: Dreams and goals - To discuss how my decisions can impact on me and others, both now and in the future. To take part in group decisions and I understand why some decisions need to be made as a group.

Year 2

07/02/22 Puzzle 3 - Piece 3

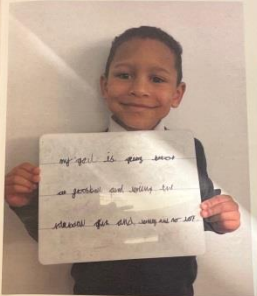
L.O. To explain the strengths and weaknesses of working in a team.

Success criteria

- Explore when to work as a team
- Identify strengths
- Identify weakness
- Discuss how to overcome weakness.

Do Now Name one challenge that you have overcome to reach one of your goals?

I had to learn my 10 times table to take part better and faster. I practised lots.



my goal is going to be a professional and being able to do what I want to do and being able to do it well.

Dream

I want to draw a cat because I like animals and because they are cute and very happy and love.

Goal

I had a great goal and but my had to keep it. I have been good but in end of month when I have to go.

Exit Ticket working together as part of a group with the other jigsaw pieces. They can't agree on an idea. What should they do?

Write as each team and then come on the to why to solve the problem.

Key Vocabulary

- Learning together
- Success
- Celebrate
- Achievement
- Goal
- Partner
- Teamwork

Teacher Assessment

✓ Number of children who met the LO:	22/25 (4A)
✗ The children who did not meet the LO:	Maise Honey Taela Recalled when we used to do more in a group and some why it helps.

14/02/22 Puzzle 3 - Piece 4-5


L.O. To work cooperatively in a group to create a product

Success criteria

- Form group
- Discuss first ideas
- Plan and collaborate
- Change
- Complete

Do Now Name one challenge that you have overcome to reach one of your goals.

I wanted to get better at my spelling so I practise at home.



Exit Ticket Jigsaw Jo and Jigsaw Jino are working together as part of a group with the other jigsaw pieces. They can't agree on an idea. What should they do?

Plan something like how to agree on.

Key Vocabulary

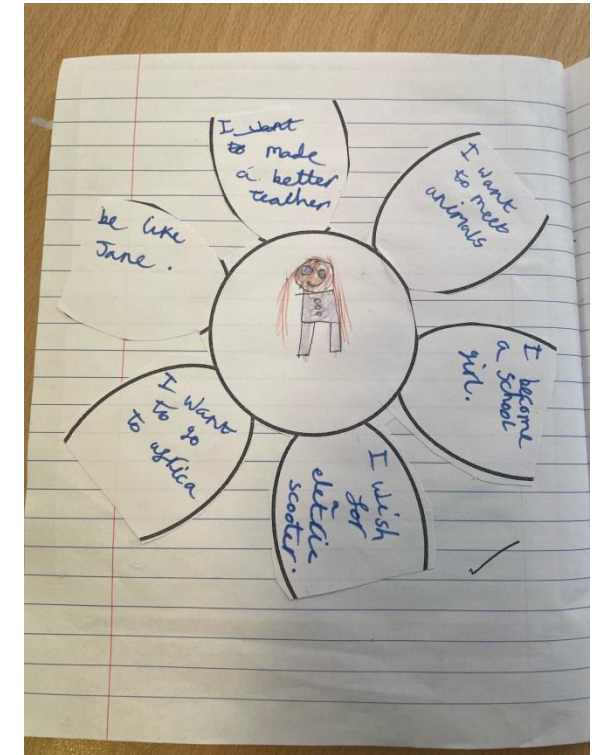
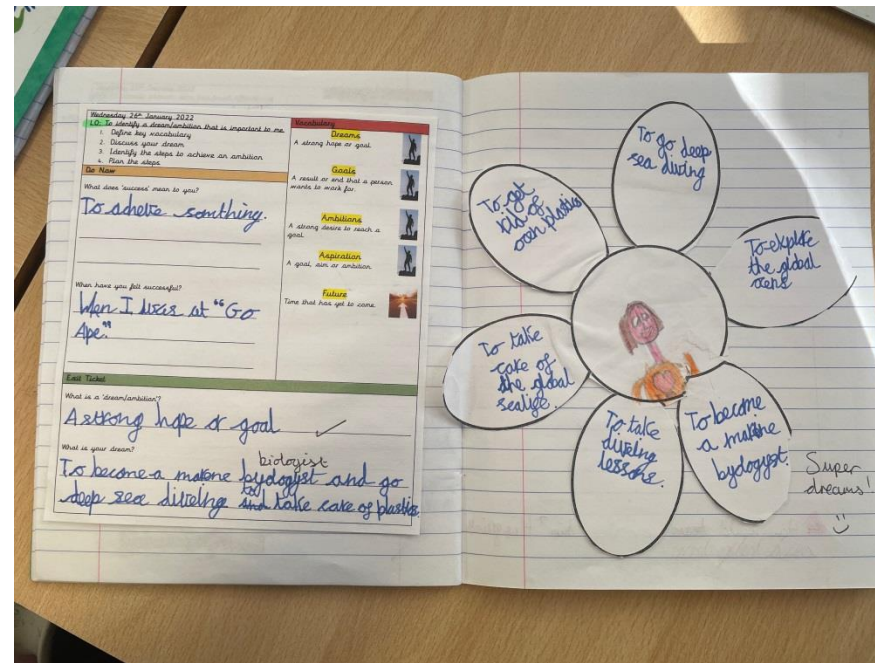
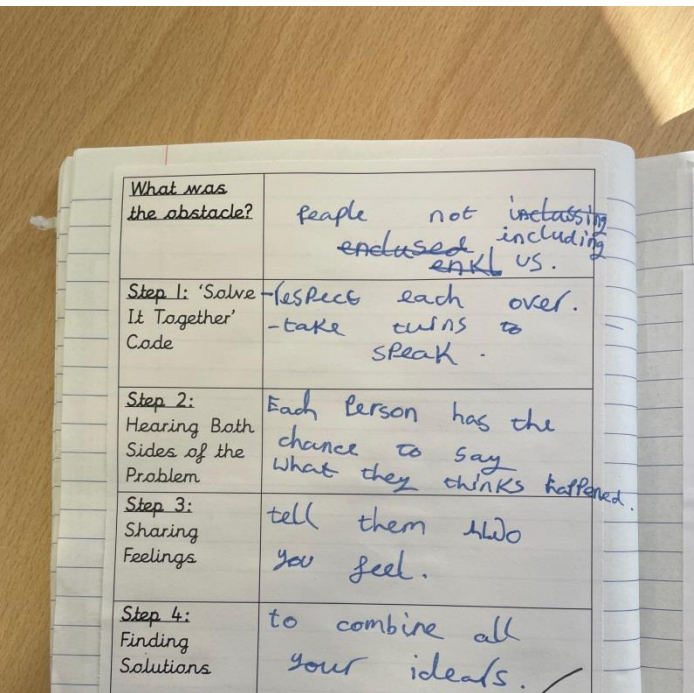
- Learning together
- Success
- Celebrate
- Achievement
- Challenge
- Product
- Dream bird
- Group
- Teamwork
- Problem-solve

Teacher Assessment

✓ Number of children who met the LO:	24/29 (group of 5)
✗ The children who did not meet the LO:	George Dillon Macey Perry Miah Struggled to produce a final piece (Completing operations)

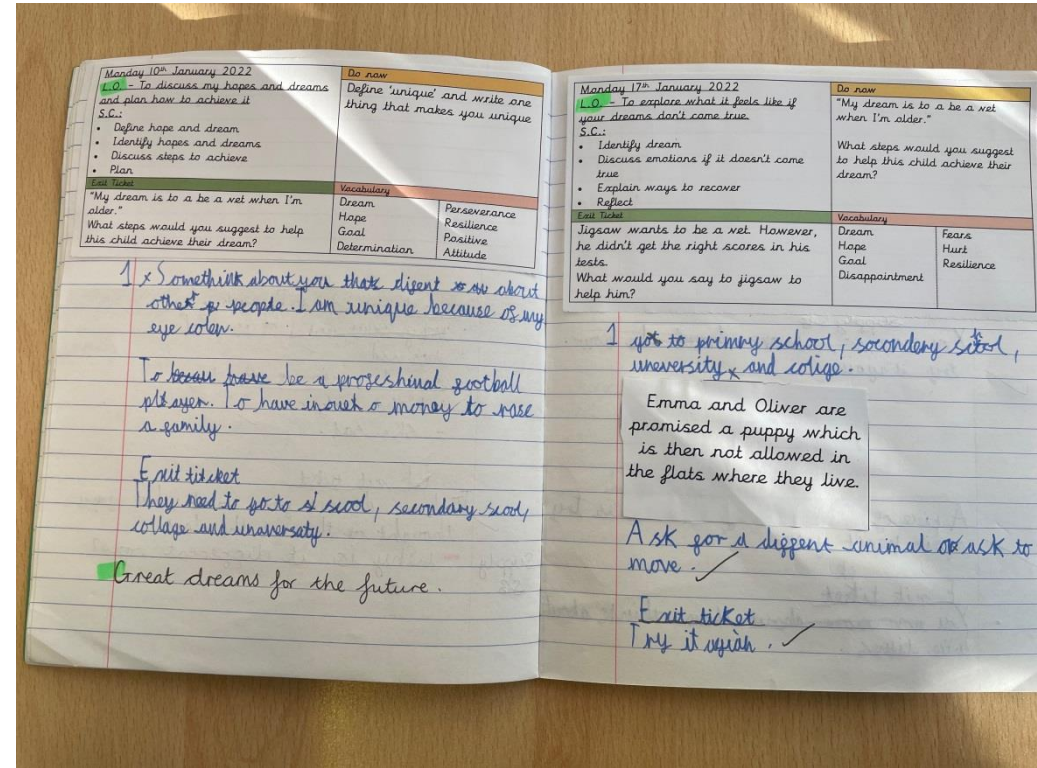
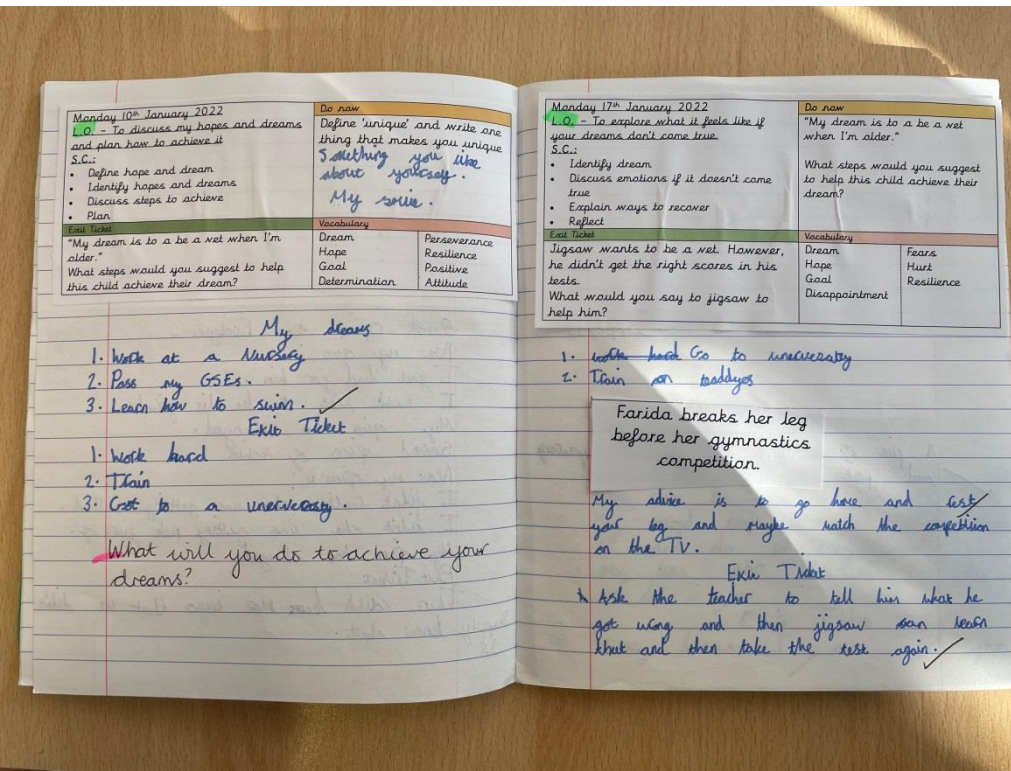
Year 2 expectation: Dreams and goals To discuss how my decisions can impact on me and others, both now and in the future. To take part in group decisions and I understand why some decisions need to be made as a group.

Year 3



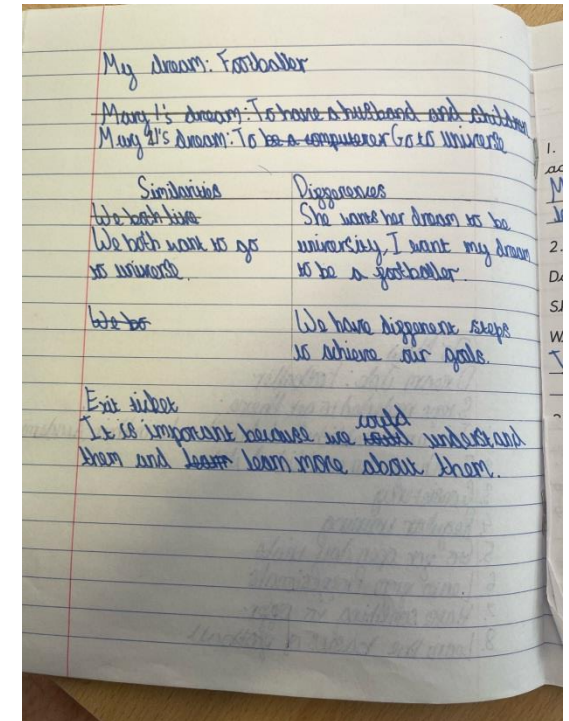
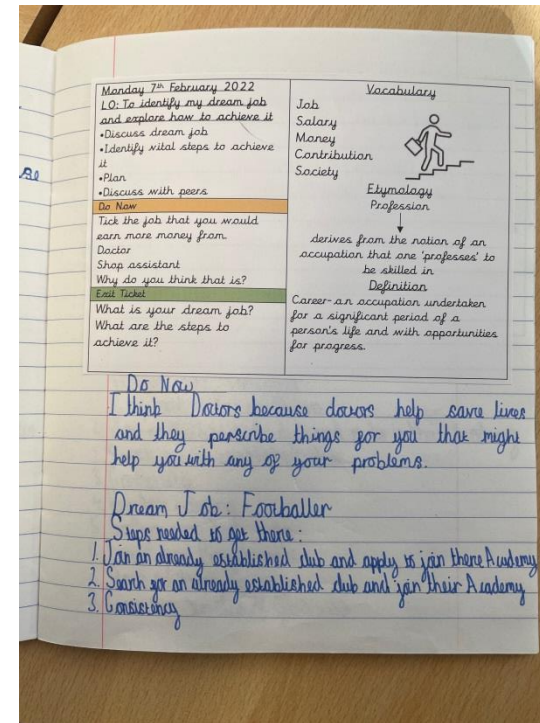
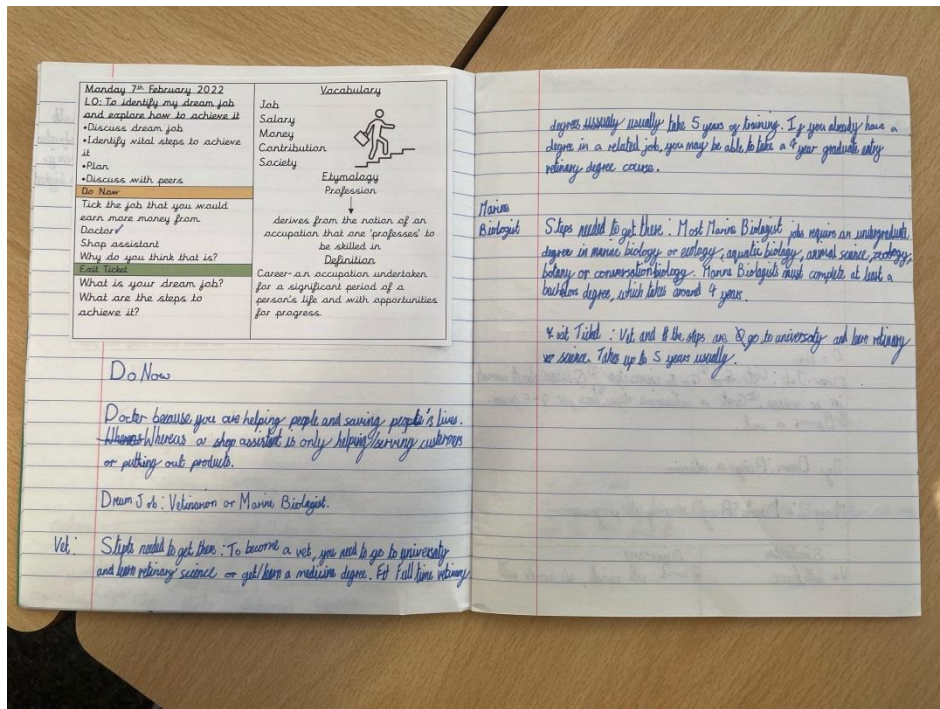
Year 3 expectation: Dreams and goals To discuss how my decisions can impact on me and others, both now and in the future. To take part in group decisions and I understand why some decisions need to be made as a group.

Year 4



Year 4 expectation: Dreams and goals – Identify and assess risks, and I can take steps to reduce them.

Year 5



Year 5 expectation: Dreams and goals - To recognise that some decisions I make will have a long-term impact on my life and the lives of others.

Year 6

How to Achieve a Healthy Lifestyle

EAT MORE VEGETABLES	GET ENOUGH SLEEP	STAY MINDFUL
DRINK WATER	GET SOME FRESH AIR	
EXERCISE	DETOX	ADD MORE FRUIT

HEALTHY LIFESTYLE

Diet → To eat healthy

Exercise → Play football more.

Sleep → To have 8 hours of sleep a day.

Community → Go to my football team and play.

Socialising → Being with my mate.

Hydration → To drink 2L a day.

Mindfulness → Being outside / Sport

To be the world's best footballer.

To be the world's best footballer.

to be in a football team to become a footballer

To more fit / train ab things like that and work hard.

What is a specific thing that you can do to achieve your goal? Maybe something you can do once a week.

The small one is better to achieve your goals because it's faster to achieve because the big one is hard to achieve your goals because it's bigger steps.

Helping with Global Issues

To help with racial things I could do stand up for racism.

To help homeless people, I could do not put plastic in the sea and stop using cars.

To help homeless people, I could do give money to charity so they can get clothes, food.

To help the war, I could do stand up for the RUGS.

To help people with mental, I could do, is to not wind them up so there believe is not bad.

Year 6 expectation: Dreams and goals – To explain how decisions can be made individually and collectively, and that they can be influenced by a range of factors.