



PSHE Year Six

Spring Term One Dreams & Goals

Jigsaw curriculum Resources:

All PowerPoints and unit resources are available on SharePoint

Key Vocabulary

Lesson 1) Dream Hope Goal Learning Strengths Stretch Achievement Personal Realistic Unrealistic

Lesson 2) Dream Hope Goal Feeling Achievement Success Criteria Learning steps

Lesson 3) Dream Hope Goal Feeling Achievement Money Global Issue Suffering Concern Hardship

Lesson 4) Dream Hope Goal Achievement Money Sponsorship Suffering Hardship Empathy Motivation

Lesson 5) Dream Hope Goal Achievement Money Sponsorship Suffering Hardship Empathy Motivation

Lesson 6) Admire Respect Achievement Praise Compliment Contribution Recognition

Prior Unit:

Year 5 Jigsaw – Dreams and Goals

Future Unit:

Year 6 Summer Jigsaw
KS3

Sticky knowledge:

- I understand why it is important to stretch the boundaries of my current learning
- I can set success criteria so that I will know whether I have reached my goal
- I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations
- I can empathise with people who are suffering or who are living in difficult situations
- I can identify why I am motivated to do this
- I can give praise and compliments to other people when I recognise their contributions and achievements

Skills:

- 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 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 identify problems in the world that concern me and talk to other people about them
- I can work with other people to help make the world a better place
- I can describe some ways in which I can work with other people to help make the world a better place
- I know what some people in my class like or admire about me and can accept their praise

Key Questions

Lesson 1) What personal or learning strengths do you have? How does your strength make you feel? How might it help you achieve a dream or goal? What is a realistic goal? Do you have a realistic or unrealistic goal? What are your personal goals? How might you achieve them?

Lesson 2) What skills might you use to help you achieve your goal? What steps will you need to take to reach your goal? How can you break your goal down into manageable steps? What learning skills do you need to use to help you achieve your goal? How will you design and make your Totem Pole? What does your goal say about you?

Lesson 3) Where are the main difficulties in the world? How does this situation make you feel? What other issues can you think of that affects people in the world?)

Lesson 4) What challenges/ideas do you know of that can help others? How might it feel to take part in a fundraising challenge? What ideas of a challenge or an event do you have? Have you ever supported a charity? What charity would you like to support?

Lesson 5) How might you contribute to this challenge? How will you work together as a team? What skills will you need? What will your role be? How will your chosen event make a difference for others in the world? How can you help to make the world a better place? Why might it be important to get involved?

Lesson 6) What have you noticed others' achieving during the challenge?

	Learning Target	Lesson Outline
Lesson 1	To understand my strengths and future challenges. SK: I understand why it is important to stretch the boundaries of my current learning	Jigsaw Charter Connect us- Place the strength cards randomly on the floor in the middle of the circle. Ask the children to walk around the circle and when the teacher says 'Strength' to stand near a card that describes a strength they have. Repeat this process a few times explaining that they are not allowed to stand next to the same card more than once! If space is limited, an alternative approach could be to display the strength cards around the room rather than in the circle. Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime Open my mind- In talking partners, give the children time to think about a realistic goal/ dream they have for themselves and then to share some of the ideas in the circle using Jigsaw Jem. Ask the

		<p>children to think about why it is important to have goals and to stretch themselves to reach them. Share ideas. Why is it important to speak your dreams and goals out loud or to write them down?</p> <p>Tell me/Show me- This is an opportunity for the teacher to share an aspiration they had when they were younger. This maybe a career ambition, or something personal such as learning to swim, or learning to drive. Share this goal with the children and explain what ‘steps’ were needed to obtain the goal. If possible, include obstacles and challenges that had to be overcome and how you succeeded in the end. What helped you achieve your goal? You may be able to invite a guest e.g. headteacher</p> <p>Let me learn - Back at their tables, each child is given two ‘goal cards’. Ask the children to think of two goals for themselves, one needs to be a school-based goal, e.g. to speak confidently in assembly, to become better at spelling, to become a peer mediator, to get picked for the hockey team, etc. The other goal can be an aspiration for outside school, e.g. to gain my yellow belt in Karate, to play for the local football team</p> <p>Help me reflect- Slide 2: Share the learning intentions for the lesson with the children. For each statement ask the children to show whether they are a ‘thumbs-up, thumbs neutral or thumbs-down</p> <p>Floor book - Present the pupils’ goal cards and any quotes or comments from pupil discussions.</p>
<p>Lesson 2</p>	<p>To understand when I have achieved my goal.</p> <p>SK: I can set success criteria so that I will know whether I have reached my goal</p>	<p>Recap: Why is it important to set yourself challenging goals?</p> <p>Jigsaw Charter</p> <p>Connect us- In a circle, Play Switch. Switch places if you: • like pizza • enjoy sport • like Jigsaw Jem • love school • feel proud sometimes Play a circle round: ‘If I were an animal, I would be ... because ...’ Draw out from the children the strengths their animal might have. After the round, pose the question: ‘Do you have any of these strengths already?’</p> <p>Calm me - Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime</p> <p>Open my mind- Slide 1: Sing or listen to the Jigsaw Song: ‘For Me’. Afterwards, briefly discuss what the song is trying to teach us about our aspirations?</p> <p>Tell me/Show me- Slides 2-3: Show the children images of totem poles and the totem pole goalsetting template. Explain to the children that we are going to use this template as a planning tool to look at how we might reach our goals. Explain each stage to the children so that they know how to complete it themselves:</p> <ul style="list-style-type: none"> • Goal/How will I know I reached my goal? In this box, the children write their goal and how they will know they’ve achieved it. For example: Goal: To improve my handwriting. How will I know I’ve reached my goal? Gain a certificate for improved handwriting. • Then each of the steps make up the journey they might take to reach their goal if they broke it into steps. Example: Step 1: Buy a pen I like writing with. Step 2: Practise handwriting. Step 3: Offer to be the scribe in a group activity. Step 4: Gain a certificate for improved handwriting. • The wings of the totem pole can then be used to write the strengths/ skills the children will need to motivate them, e.g. perseverance, keep going, try again (linked to the Jigsaw Song ‘For Me’) but also the strengths of the animals they chose from the circle round in ‘Connect us’. These animals could then also form the decoration of the totem pole depicting the animal of their choice and the qualities that that animal offers that they can learn from <p>Let me learn- Invite the children to use one of their goals from Piece (lesson) 1 to complete their totem pole goal-setting resource sheet. Optional extension activity: If the class weekly timetable allows, after working on the totem pole resource sheets, the children could make 3D models of their totem pole. This activity can then be incorporated into a 3D display. Photos of their totem poles can be stuck into their books. Alternatively, the class could make one large 3D totem pole which displays their collective Dreams and Goals. - Twitter</p> <p>Help me reflect- Slide 6: Share the learning intentions for the lesson with the children. For each statement ask the children to show whether they are a ‘thumbs-up, thumbs neutral or thumbs-down</p>
<p>Lesson 3</p>	<p>To understand there are people in the world living in difficult situations.</p> <p>SK: I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations</p>	<p>Recap: What steps do you need to take to reach your goal? Why is it important to set success criteria?</p> <p>Jigsaw Charter</p> <p>Connect us- Using J-Jem as the talking object, spell the word Fairness, one letter at a time. The first child holds Jem and shouts out the first letter, ‘F’, then passes Jem onto the child on their left who shouts out ‘A’. Keep going around the circle until the word Fairness has been spelt out several times. Then complete the round, using the stem sentence: ‘To me being fair is when...’ You may like to go around the circle several times.</p> <p>Calm me - Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime</p> <p>Open my mind- Slides 1-8: Display the Global Issues PowerPoint photos. Using Jigsaw Jem as the talking object, ask the children to complete the sentence stem: ‘When I see people in the world who are living in difficult conditions or who are suffering, I feel...’</p>

		<p>Tell me or show me Divide the children into groups and give each group one of the photocards to discuss. In their groups they need to decide:</p> <ol style="list-style-type: none"> 1) What the picture is showing? 2) Where the picture might have been taken (e.g. country) 3) What might be the difficulty the child/people/person lives with in this situation? 4) What might help their situation? 5) How you feel about the situation? <p>Ask each group to feedback their ideas and open a general discussion about the types of difficulties there are in the world. Challenge any stereotypes that may arise. It maybe helpful to have a world map available to show the children the location of any countries they mention, and to emphasise these are global issues.</p> <p>Let me learn Give each child a piece of coloured triangular paper (which will later be joined together to make a string of flags/bunting). Invite the children to write or draw something that represents: 'My dream for the world'. The string of flags can be displayed as part of the End of Puzzle Outcome for this unit of work, as discussed with your school Jigsaw Lead. Children share their dreams for the world as they peg/attach their triangle to the string to make bunting.</p> <p>Help me reflect- Slide 9: Share the learning intentions for the lesson with the children. For each statement ask the children to show whether they are a 'thumbs-up, thumbs neutral or thumbs-down</p> <p>Floor books/Twitter - A photograph of the bunting flags so that the writing can be seen. Quotes from children about their dreams for the world.</p>
<p>Lesson 4</p>	<p>To understand how to work with other people to help make the world a better place</p> <p>SK I can empathise with people who are suffering or who are living in difficult situations</p>	<p>Recap: <i>What emotions can we feel when we consider people in the world who are suffering?</i></p> <p>Jigsaw Charter Connect us- Option 1: Play 'Roll the ball'. Sitting in a circle with legs stretched out in front of them, the children roll a large sponge around the circle on their legs only. Explain they are not allowed to use their hands at all and not allowed to let the ball go onto the floor. The children have to concentrate, cooperate and work together to achieve this task. Then time how long it takes for the ball to be passed by their legs and rolled around the circle so that they know how long this task has taken. Then ask the children to see if they can work together to do this task again but halve the time in which it took to achieve it. How can they do this? What skills/strategies do they need to use to achieve this? Then have a go!</p> <p>Option 2: Play 'pass the sound'. Explain the task is to pass a sound around the class in the quickest possible time. Work out the direction the sound will be passed. Siting in a circle or in their places, the teacher will make a sound such as a hand-clap or a finger click. In the agreed direction, the child next to the teacher repeats the action. The child next to them repeats, and so on, until the sound has travelled around every child. Challenge the class to repeat the task but in half the time. How can they do this? What skills/strategies do they need to use to achieve this? Then have a go</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind/Tell me/Show me- Slides 1-8: Have the global issue photo cards from lesson 3 displayed as a reminder to the children of the issues people across the world experience. Discuss with children charity events seen on TV or been a part of that helped raise money for people in need. At this point the teacher could also show any relevant TV clips they have sourced. Ask the children to think about who they might like to support or to hold an event for. It might be that the children want to raise money for a global, national or a more local charity significant for them currently. Share ideas and have a class vote to decide which charity they would like to support.</p> <p>Explain to the children that for the rest of this lesson and the next there will be a group challenge to plan and design an event or project that can raise money for the chosen charity. This could be:</p> <ol style="list-style-type: none"> 1) A sponsorship task 2) An event, e.g., a bake sale <p>Encourage the children to think of something original, but also manageable, given the short amount of planning time they have available.</p> <p>Let me learn- Divide the children into groups and give the rest of the lesson for them to plan what they would like to do, and to complete the project planning sheet. Evidence in floor book or on Twitter</p> <p>Help me reflect- Slide 9: Share the learning intentions for the lesson with the children. For each statement ask the children to show whether they are a 'thumbs-up, thumbs neutral or thumbs-down</p> <p>Complete project planning sheets. Any notes from class discussions.</p>

<p style="text-align: center;">Lesson 5</p>	<p>To identify ways to make the world a better place.</p> <p>SK: I can identify why I am motivated to do this</p>	<p>Recap: <i>How can we work together to make the world a better place?</i></p> <p>Jigsaw Charter Connect us- Option 1: Play 'Roll the ball'. Sitting in a circle with legs stretched out in front of them, the children roll a large sponge around the circle on their legs only. Explain they are not allowed to use their hands at all and not allowed to let the ball go onto the floor. The children have to concentrate, cooperate and work together to achieve this task. Then time how long it takes for the ball to be passed by their legs and rolled around the circle so that they know how long this task has taken. Then ask the children to see if they can work together to do this task again but halve the time in which it took to achieve it. How can they do this? What skills/strategies do they need to use to achieve this? Then have a go!</p> <p>Option 2: Play 'pass the sound'. Explain the task is to pass a sound around the class in the quickest possible time. Work out the direction the sound will be passed. Sitting in a circle or in their places, the teacher will make a sound such as a hand-clap or a finger click. In the agreed direction, the child next to the teacher repeats the action. The child next to them repeats, and so on, until the sound has travelled around every child. Challenge the class to repeat the task but in half the time. How can they do this? What skills/strategies do they need to use to achieve this? Then have a go!</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind- Invite each group to share their project plan and encourage constructive feedback from the rest of the class. Allow time for the groups to reconvene and complete their project plans.</p> <p>Tell me/Show me - Gather the children together and explain that the intention is for the class do at least one of the planned projects at a future time designated by the teacher. (This may be part of the End of Puzzle Outcome as agreed with your Jigsaw Lead prior to this unit of work.) It might be that it is possible to do all the events the children have planned or it could be that as a class there is a vote on the best idea.</p> <p>Let me learn: As a class, depending on the activity/activities selected, decide on an action plan which might be:</p> <ol style="list-style-type: none"> 1) Prepare a PowerPoint presentation to raise awareness for their chosen charity 2) Design a poster to advertise their event 3) Design an invitation for parents/carers which can be given to all parents/carers across the school 4) Collect materials / plan the event in more details. <p>The teacher needs to carefully supervise this planning and delegation activity so that all children are engaged in groups or in a specific task.</p> <p>Help me reflect: Slide 9: Invite the children to self/peer assess against the learning intentions for the lesson</p>
<p style="text-align: center;">Lesson 6</p>	<p>To identify reasons why people like me and admire me.</p> <p>SK: I can give praise and compliments to other people when I recognise their contributions and achievements</p>	<p>Recap: <i>Describe why you are motivated to complete this project? Have you been inspired to raise money for any other groups?</i></p> <p>Jigsaw Charter Connect us- Option 1: Play 'Roll the ball'. Sitting in a circle with legs stretched out in front of them, the children roll a large sponge around the circle on their legs only. Explain they are not allowed to use their hands at all and not allowed to let the ball go onto the floor. The children have to concentrate, cooperate and work together to achieve this task. Then time how long it takes for the ball to be passed by their legs and rolled around the circle so that they know how long this task has taken. Then ask the children to see if they can work together to do this task again but halve the time in which it took to achieve it. How can they do this? What skills/strategies do they need to use to achieve this? Then have a go!</p> <p>Option 2: Play 'pass the sound'. Explain the task is to pass a sound around the class in the quickest possible time. Work out the direction the sound will be passed. Sitting in a circle or in their places, the teacher will make a sound such as a hand-clap or a finger click. In the agreed direction, the child next to the teacher repeats the action. The child next to them repeats, and so on, until the sound has travelled around every child. Challenge the class to repeat the task but in half the time. How can they do this? What skills/strategies do they need to use to achieve this? Then have a go!</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind- Each group has the opportunity to tell or show the other groups their project plan from the last lesson. Encourage the children to give constructive feedback on each plan.</p> <p>Tell me/Show me/Let me learn- Ask the groups from last time reconvene and then to reflect on everyone in the group, and their personal contributions to the task. Give each group a set of post-it notes. Each post-it note represents one child in their group. On the post-it note, the children need to write down a positive contribution that child made in the group task, or something they did well.</p>

		<p>Collect all the post-it notes and gather them together. Ensure that all the children have a positive post-it note about them and nobody has been left out. Celebrate the children's success by sharing all the post its with the whole class.</p> <p>Help me reflect: Slide 1: Invite the children to self/peer assess against the learning intentions for the lesson</p> <p>In floor books: present the post-it notes/ photograph if the pupils want to keep their note.</p>
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