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| **Subject: Personal Development Dreams and Goals Year B Phase 1***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 3b-hOnline Safety 4a-c,eBeing Safe 5hMental Health and Well-Being 6a-c**Non Statutory Guidance Citizenship KS1**Developing confidence and responsibility and making the most of their abilities 1a-ePreparing to play an active role as citizens 2a,c-dDeveloping a healthier, safer life style 3a-gDeveloping good relationships and respecting the difference between people 4a-eBreadth of opportunities 5 a-h |
| **Prior Learning (what pupils already know and can do)**Know what a goal is Know how to work well with another personKnow what to do when they are stuck Know what money is and what it is used for |
| **End Points (what pupils MUST know and remember)**Know how to set goals and achieve themKnow how to work within a teamKnow how to talk about how they feel when things are difficult or positiveKnow how to help themselves to overcome a difficulty Know to ask for help from a trusted person; family, teacher or friend Know how to be safe around fire and fire worksKnow how to use the 4 rules of a conversation |
| Key Vocabulary to teach each session; Written In bold at the beginning of each session. To be revisited in following sessions;Trusted person, Positive, obstacle, challenge, overwhelmed, success, reoperation, team work, realistic goals, end product, skills complements  |
| **Session 1:** Understand what is meant by a realistic goal and why we need to be realistic when setting goals. Understand what resilience means and why we need to be when working on our goals. Learn to use strategies to help them persevere when it becomes challenging to achieve goals**Taught Year A Dreams and Goals units 2** |
| **Session 2:** I can recognise who I work well with and who it is more difficult for me to work with. I know how working well with others makes me feel and how this helps me to learn. **Taught Year A Dreams and Goals units 2** |
| **Session 3:** I know how to work well within a group to create an end product. I can work well with other people to solves problems. I can explain what strategies I have used to help me to work well within a group and I can express how this makes me feel. **Taught Year A Dreams and Goals units 2** |
| **Session 4:** Learning to learn with others and how to be within a team, what parts do people play, their value, complementary. Learning strategies of good group work. Developing self-awareness of how they work within a group and what they need to improve upon. Developing an awareness of humility to be able to celebrate others successes. **Careers:** Types of employees: Full-Time Employees, Part-Time Employees, Seasonal Employees, Temporary Employees, including the types of jobs these may include.**Taught Year A Dreams and Goals units 1@2** |
| **Session 5:** Debate Children learn active listening, they are learning to refine when they can talk and when they must listen. They are learning about the rules of having and holding a conversation. They are learning about the 4 parts of a conversation. Small talk (pleasantries), fact/disclosure, giving a view point, talking about personal feelings . They are refining the vocabulary of turn taking. |
| **Session 6:** Wider Safety; Dangers in their contextual environment; Fire and fire works Jigsaw optional fire and fireworks ages 7-9 |