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| **Subject: Personal Development: Dreams & Goals Year B : Phase 2***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 3c,e,g,hBeing Safe 5a,g-hMental Well-Being 6b-d**Non Statutory Guidance Citizenship KS2**Developing confidence and responsibility and making the most of their abilities 1a-c,e-fPreparing to play an active role as citizens 2a-b,e,jDeveloping good relationships and respecting the difference between people 4eBroader opportunities 5a-h |
| **Prior Learning (what pupils already know and can do)**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 there are different ways to get money and pay for things Know different types of employment and jobs you can get to earn money  |
| **End Points (what pupils MUST know and remember)**Know how to cope with difficult challengesKnow how to self-manage own disappointments to self-regulateKnow how to recognise their own strengths Know how to celebrate others strengths even when disappointedKnow how to be realistic in their ambitionsKnow how to feel confident in expressing own achievementsKnow how to take part in a discussion successfullyKnow how to be safe around waterKnow the dangers when using electrical appliance within the home and external power cablesKnow electrical danger signage associated with external power sources outside of the home |
| Key Vocabulary to teach each session; achievement, disappointment, realistic, challenges, self- regulation, dreams aspirations, resilience, responsibility, confidence, success, failure |
| **Session 1:** **Hopes and Dreams**; Understand that hopes and dreams don’t come true and that this can hurt. I have strategies to help with disappointment. Creating realistic dreams, knowing boundaries and what to do to achieve **Taught Year A Dreams and Goals units 2** |
| **Session 2:** Resilience and confidence; To be motivated and enthused about achieving new challenges, developing confidence that comes with both success and failure. Recognising obstacles that will need to be overcome to achieve ambitions. **Taught Year A Dreams and Goals units 2** |
| **Session 3: Creating new dreams** I know how to make a new plan and set new goals even when faced with disappointment. I know what it means to be resilient and have a positive attitude towards my learning. **Taught Year A Dreams and Goals units 2** |
| **Session 4: Achieving Goals**; I know how to make a new plan and set realistic goal to meet my expectations even if disappointed. I realise I may need help as part of a group to achieve my goals. I recognise mine and others contributions to a group achievement, working as a team, celebrating others contributions; humility, resilience, positive attitudes**Taught Year A Dreams and Goals units 2** |
| **Session 5** **Wider Safety Dangers** in their contextual environment; Water safety, learn about different sources of water, places where they are locally to them, canal, river, stream, ponds, sea. Reservoir, the benefits of water usage and the dangers. Explore water source dangers and who to seek for help. Water conservation / heat and drought, to ensure enough water to share. Electrical safety within the home and around pylons and power cables, and danger signage Jigsaw Optional water safety and flood risk ages 7-9 |
| **Session 6; Debate – Discussion**. Learn about what a discussion is and the rules for a discussion. Agreeing the ground rules for talk; when talking together, Relevant information should be shared, assertion of opinion backed up with reason, suggestions can be challenged and discussed, all opinions are valued, alternative opinions can be considered before a decision, everyone in the group should be encouraged to speak, Learn about what a discussion is and the rules for a discussion. Agreeing the ground rules for talk; when talking together, relevant information should be shared, assertion of opinion backed up with reason, suggestions can be challenged and discussed, all opinions are valued, alternative opinions can be considered before a decision, everyone in the group should be encouraged to speak. |