

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Dreams and Goals** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 10-11	Puzzle overview: Dreams and Goals	
	In this Puzzle, children set ambitious but realistic personal learning goals and identify steps to success, reflecting on motivation, strengths and perseverance. They explore global issues that matter to them and consider how these affect people's lives. Across the six Pieces, children work collaboratively to plan fundraising and awareness projects, developing empathy, leadership and teamwork while learning how to make a positive difference in the world.	
	Knowledge	Social and emotional 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	- 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
	Vocabulary	
	achieve, achievement, admire, aspirations, awareness, collaborate, compliment, concern, contribution, cooperate, dream, feeling, feelings, global, goal, issue, leadership skills, learning, money, motivate, personal, praise, prevention, recognition, realistic, rescue, role, safety, strategy, strengths, stretch, success, success criteria, suffering, support, unrealistic	

This page offers simple ways to support your child's learning at home. The questions, ideas, and resources below encourage meaningful discussion, independence, and practising key life skills in everyday situations.

Talking Together: suggested questions to support 'Dreams and Goals' learning at home			
Ages 10-11	Setting goals and stretching yourself - What is one goal you have for yourself at school, and one outside of school? - How do you know if a goal is realistic but still challenging? - How will you know when you have achieved your goal? What does success look like?	Motivation and perseverance - What helps you stay motivated when working towards something over a long period of time? - What do you do when you feel like giving up? - Is there something you have achieved recently by really pushing yourself? How did that feel?	Strengths, praise and being recognised - What do you think your biggest learning strengths are? - How does it feel when someone recognises something good in you or gives you a compliment? - Is it easy or hard to accept praise – why do you think that is?
	Global issues and empathy - Is there a problem in the world that you feel strongly about or that worries you? - Why do you think it matters that we care about what is happening to people in other parts of the world? - Is there anything you could do to help?	Making a difference - Have you ever done something to help others or raise awareness of something important? - How might it feel to make a difference? - What skills or strengths do you have that could help make a positive difference?	Collaboration, leadership and contribution - When you work with others towards a shared goal, what role do you naturally take? - How do you make sure everyone in a group feels valued and heard? - Can you think of a time someone else's contribution or effort really stood out to you – did you tell them?
	Resources and additional support for Families UNICEF – information and activities to help families explore global challenges, children's rights and how we can all make a difference BookTrust – high-quality book recommendations for children on empathy, global awareness and real-life inspiration - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Dreams and Goals theme.		
	School-based and local resources (editable box for teachers):		