Progression of Skills PSHE/RSHE Dreams and Goals

	National Curriculum Outcomes	
EYFS	**Relationships** How important friendships are in making us feel happy and secure; characteristics of friendships. That healthy friendships make people feel included, valued and respected. **Health** Helping others in need (contributing, via fundraising and enterprise content). Helping other people with their mental health.	
KS1	**Relationships** How to resolve disputes and reconcile differences. Paying attention to other people's feelings and treating them with sensitivity. **Health** Range and scale of emotions including those around success and disappointment. Vocabulary to describe feelings to others. -	Pupils should be taught to: • explore what success means to them • learn how to set simple goals and recognise their own strengths. • break goals into steps, trying new challenges and understanding how learning can feel "stretchy", with challenge as a sign our brains are growing. • to set realistic goals • recognise their strengths and reflect on achievements. • how healthy choices, motivation and perseverance help them succeed and consider how working with others can support learning.
KS2	**Relationships** Expecting to be treated with respect; respecting those who are different. Self-respect and its link to happiness. **Health** Benefits of community participation. How online content can be targeted at users and designed to attract attention.	Pupils should be taught to: • explore people who have overcome challenges and reflect on their own dreams and ambitions. They consider how goals, motivation and a positive attitude support success, and learn to respect differences and build self-esteem. • explore their hopes and dreams and learn how feelings such as excitement, anxiety and disappointment can accompany them. They develop resilience by reflecting on setbacks, coping strategies and how support from others can help them move forward. • explore the lifestyles they hope for as adults and consider how money, careers and personal values can shape future choices. They investigate different jobs, think critically about information online and reflect on how goals can change over time. • 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.

	Knowledge	Social and Emotional Skills
EYFS	• Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal	• Understand that challenges can be difficult • Resilience • Recognise some of the feelings linked to perseverance • Recognise how kind words can encourage people • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Feel proud • Celebrate success
Year 1	• I can set simple goals • I can set a goal and work out how to achieve it • I understand how to work well with a partner • I can tackle a new challenge and understand this might stretch my learning • I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	• I can tell you about a thing I do well • I can tell you how I learn best • I can celebrate achievement with my partner • I can identify how I feel when I am faced with a new challenge • I know how I feel when I see obstacles and how I feel when I overcome them • I know how to store the feelings of success in my internal treasure chest
Year 2	• I can choose a realistic goal and think about how to achieve it • I know what I need to keep my body healthy • I can recognise who I work well with and who it is more difficult for me to work with • I can work well in a group to create an end-product • I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed • I know how to share success with other people	• I can tell you things I have achieved and say how that makes me feel • I am motivated to make healthy choices that help me to reach my goals • I can tell you how working with other people helps me learn • I can work with others in a group to solve problems • I can tell you when a feeling is weak and when a feeling is strong • I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest

Year 3	• I can tell you about a person who has faced difficult challenges and achieved success • I can identify a dream / ambition that is important to me • I enjoy facing new challenges. I'm working out the best ways need to achieve them • I am motivated and enthusiastic about achieving a new challenge • I can recognise obstacles which might hinder my achievements and can take steps to overcome them • I can evaluate my own learning process and identify how it can be better next time	• I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) • I can imagine how I will feel when I achieve my dream / ambition • I can break down a goal into a number of steps and know how others could help me to achieve it • I know that I'm responsible for my own learning and can use my strengths as a learner to achieve the challenge • I can manage the feelings of frustration that may arise when obstacles occur • I am confident in sharing my success with others and can store my feelings in my internal treasure chest
Year 4	• I can tell you about some of my hopes and dreams • I understand that sometimes hopes and dreams do not come true and that this can hurt and recognise how resilience and support from others can help • I know how to cope with disappointment and find ways to move forward • I know how to make a new plan and set new goals even if I have been disappointed • I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group • I can identify the contributions made by myself and others to the group's achievement	• I know how it feels to have hopes and dreams • I know how disappointment feels and identify when I have felt that way, recognising the roles people (including myself) take in groups and how these can support or challenge me • I can respect myself and notice how coping builds my self-esteem and resilience • I know what it means to be resilient and to have a positive attitude • I can enjoy being part of a group challenge • I know how to share in the success of a group and how to store this success experience in my internal treasure chest
Year 5	• I understand that I will need money to help me achieve some of my dreams • I recognise that there are different ways that people's spending decisions can affect others and the environment, and that things have different values • I can explore a range of different jobs and think critically about the information I see about them online • I can describe the dreams and goals of young people in a culture different to mine • I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other	• I can identify what I would like my life to be like when I am grown up • I recognise that people have different attitudes towards saving and spending money, and towards risk • I can recognise my own strengths and qualities and understand that it's OK for my goals and identity to change as I grow • I can reflect on how these relate to my own • I appreciate the similarities and differences in aspirations between myself and young people in a different culture • I understand why I am motivated to make a positive contribution to supporting others

	• I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship	
Year 6	• 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