Jigsaw Knowledge and skills progression: Dreams and Goals Puzzle Ages 3-11

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 3-5

Puzzle overview: Dreams and Goals

In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.

Knowledge	Social and emotional skills
• I know what a challenge is • I understand that it is important to keep trying • I know what a goal is • I know how to set goals and work towards them • I can recognise words that are kind • I can name some jobs that I might like to do when I am older • I know that working hard helps me to able to achieve the job I want when I am older • I know when I have achieved a goal	• I understand that challenges can be difficult • I am learning what it means to be resilient • I can recognise some of the feelings linked to perseverance • I can use kind words and can encourage people • I can talk about time when I kept on trying and achieved a goal • I am ambitious • I can feel proud • I can celebrate success

Vocabulary

achieve, challenge, difficult, dreams, encourage, earn, frustrated, future, goal, job, keep trying, kind, persevere, proud, reward, skills

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Jigsaw Knowledge and skills progression: Dreams and Goals Puzzle Ages 3-11

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Ages 3-5

Talking Together: suggested questions to support 'Dreams and Goals' learning at home		
Dreams and jobs • What job would you like to do when you grow up? • Why would you like to do that job? • What do you think you might need to learn to do that job one day?	**Challenges and trying your best** • Can you tell me about something that felt really tricky for you? • What did you do when it got difficult? • Why do you think it's important to keep trying even when something is hard?	**Goals and achievements** • Is there something you really want to get better at? • How could we make that happen, what small steps could you take? • Can you think of something you have achieved that you are really proud of?
Feelings • How does it feel when something is really difficult? • How does it feel when you finally manage to do something you've been trying hard at? • Have you ever felt frustrated? What happened and what did you do?	**Being kind** • What kind words could you say to a friend who is finding something difficult? • Has anyone ever said something encouraging to you that helped you keep going? What did they say? • How does it feel when someone cheers you on?	**Celebrating success** • Can you think of something you are really proud of achieving? • How did you celebrate when you did something you had been working hard at? • What would you like to achieve next and how will we celebrate when you get there?
Resources and additional support for Families		
• **BBC Tiny Happy People** - short videos, ideas and resources for parents to build confidence, communication and resilience for their children • **BookTrust** – high-quality book recommendations for children by age (including ages 3–5) including topics on trying hard, feelings and achieving • 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):		

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Ages 5-6

Puzzle overview: Dreams and Goals

In this Puzzle, children explore what success means to them, learn how to set simple goals and recognise their own strengths. They practise breaking goals into steps, trying new challenges and understanding how learning can feel "stretchy", with challenge as a sign our brains are growing. Across the six Pieces, children work with others, celebrate achievements and reflect on how perseverance and a positive attitude help them overcome obstacles. They talk about feelings linked to challenge and success and learn how to support friends in reaching their goals.

Knowledge	Social and emotional skills
• 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

Vocabulary

achieve, achievement, active, celebrate, celebration, challenge, confidence, coins, dreams, feelings, garden, goal, goals, happiness, internal, learning, obstacle, overcome, proud, process, rest, self-respect, special, stepping stones, stretchy, success, team work, treasure, treasure chest, working together

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Jigsaw Knowledge and skills progression: Dreams and Goals Puzzle Ages 3-11

Ages 5-6

Talking Together: suggested questions to support 'Dreams and Goals' learning at home

Setting goals and making plans • Is there something you really want to achieve/something you would like to work towards? • What steps do you think you'd need to take to get there? • How will you know when you've reached your goal?	**Strengths and how we learn** • What is something you are really good at? • How do you learn best e.g. do you like to watch, have a go, or have someone show you? • Is there something new you would like to try and get better at?	**Stretchy learning and challenges** • Have you tried something recently that felt really difficult? • What does it feel like in your body when you are trying really hard at something? • What helps you keep going when something feels too difficult?
Obstacles and overcoming them • Can you think of something that got in the way of you reaching a goal? • How did you feel when you hit that obstacle and what did you do? • What could you do differently next time if something gets in the way?	**Feelings and success** • How do you feel when you try something new? • Have you ever feel excited and nervous at the same time? • What do you do when you feel frustrated — how do you make yourself feel better?	**Working together** • Have you worked towards something with a friend or partner recently? How did it go? • How can you help a friend when they are finding something difficult? • How do you like to celebrate when you or someone you care about achieves something special?

Resources and additional support for Families

- **BBC Bitesize** – short videos and activities exploring how a 'can do' attitude can help children learn and grow
- **BookTrust** – high-quality book recommendations for themes of trying and perseverance
- 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):

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Jigsaw Knowledge and skills progression: Dreams and Goals Puzzle Ages 3-11

Ages 6-7

Puzzle overview: Dreams and Goals

In this Puzzle, children learn how to set realistic goals, recognise their strengths and reflect on achievements. They explore how healthy choices, motivation and perseverance help them succeed and consider how working with others can support learning. Across the six Pieces, children practise teamwork through group challenges, develop problem-solving skills and learn how relaxation and managing feelings can support wellbeing. They reflect on pride, courtesy and sharing success with others.

Knowledge	Social and emotional skills
• 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

Vocabulary

achievement, calm, celebrate, challenge, community, courtesy, dream, feelings, goal, group, health, healthy choices, hobbies, interest, interests, learning together, lifestyle, manners, motivation, partner, product, proud, realistic, relax, relaxation, safety, self-care, self-esteem, stress, success, team work, tense, wellbeing

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Jigsaw Knowledge and skills progression: Dreams and Goals Puzzle Ages 3-11

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Ages 6-7

Talking Together: suggested questions to support 'Dreams and Goals' learning at home

Setting realistic goals • Is there something you really want to achieve? • How do you plan to reach your goal and what would you need to do first? • How will you know when you have achieved it?	**Strengths and achievements** • What is something you have achieved recently that made you feel proud? • What are you good at (your strengths)? • How does it feel when you look back at something you have worked hard to achieve?	**Healthy choices and motivation** • What healthy choices do you make to help you feel your best? • What helps you feel motivated to keep going when something is tough? • Is there a healthy habit you would like to start or get better at?
Feelings, stress and relaxation • What kinds of things make you feel calm and relaxed? • What kinds of things make you feel stressed or tense? • When you notice a big feeling, what do you do to help yourself feel better?	**Teamwork and learning together** • Can you think of a time you worked really well with someone — what made it work? • Is there anyone you find it tricky to work with? What makes it difficult? • How does working with other people help you learn?	**Sharing and celebrating success** • How do you like to celebrate when you or someone else achieves something? • How does it feel to be part of a team that has done something really well? • How could you show kindness and courtesy when celebrating someone else's success?

Resources and additional support for Families

- **NHS - Healthy Lifestyles for Children** – simple, practical advice on sleep, physical activity, nutrition and wellbeing for children.
- **BookTrust** – high-quality book recommendations for children about friendship, diversity, inclusion and kindness
- 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):

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Jigsaw Knowledge and skills progression: Dreams and Goals Puzzle Ages 3-11

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Ages 7-8

Puzzle overview: Dreams and Goals

In this Puzzle, children 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. Across the six Pieces, children break goals into steps, work collaboratively on new challenges and make responsible choices that support wellbeing and safety. They practise overcoming obstacles, managing frustration and helping others to succeed.

Knowledge	Social and emotional skills
• 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

Vocabulary

ambitions, challenge, challenges, community, design, differences, dream, dreams, enthusiastic, evaluate, frustration, future, garden, goal, goals, healthy, identity, include, learning, motivated, obstacles, outdoors, responsible, respect, review, safe choices, self-esteem, self-review, solution, strengths, success, team work, teamwork, wellbeing, water safety

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Jigsaw Knowledge and skills progression: Dreams and Goals Puzzle Ages 3-11

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Ages 7-8

Talking Together: suggested questions to support 'Dreams and Goals' learning at home		
Dreams and ambitions • Is there something you dream of doing? • Can you think of someone who worked hard to achieve their dream? What do you admire about them? • How do you think it will feel when you achieve something you've been working really hard towards?	**Goals and taking steps** • What is a goal you are working towards right now? • How could you break your goal into smaller steps? • Who could help you along the way and how?	**Motivation and a positive attitude** • What keeps you motivated when something feels difficult? • How does having a positive attitude help you when things get tough? • Is there something you are feeling really enthusiastic about at the moment?
Obstacles and frustration • Can you think of a time something got in the way of what you were trying to achieve? • How did you overcome the obstacles that happened? • What could you do next time you feel really frustrated to help yourself keep going?	**Respecting differences and including others** • Do you know anyone who has overcome a big challenge to achieve something? • Why is it important to respect and include people who are different from us? • How can you help someone else reach their goals?	**Reflecting and sharing success** • When you finish something, do you think about what went well and what you'd do differently? • How do you like to share your successes with others? • What is something you are really proud of recently and who did you want to tell?
Resources and additional support for Families		
• **BBC Bitesize** – inspiring stories of real people who faced obstacles and achieved their goals – great for discussing role models • **Childline** – age-appropriate information to help children understand and manage big feelings like frustration and self-doubt • 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):		

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Ages 8-9

Puzzle overview: Dreams and Goals

In this Puzzle, children 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. Across the Pieces, children practise creating new plans, setting achievable goals and working collaboratively on group challenges. They reflect on the importance of perseverance, positive attitudes and self-belief whilst helping themselves and others to succeed.

Knowledge	Social and emotional skills
• 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

Vocabulary

agree/disagree, anxious, attitude, celebrate, cope, courtesy, courage, design, determination, determined, disappointed, disappointment, dream, dreams, follower, goal, goals, help, hope, hopeful, hopes, hurt, inspired, internal, treasure chest, leader, learning, manners, motivated, plans, positive, positive attitude, problem-solve, proud, resilience, review, risk, roles, safety, self-belief, self-esteem, self-respect, setback, success, wellbeing

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Jigsaw Knowledge and skills progression: Dreams and Goals Puzzle Ages 3-11

Ages 8-9

Talking Together: suggested questions to support 'Dreams and Goals' learning at home		
Hopes and dreams • What are some of your hopes and dreams for the future? • How does it feel when you think about something you really hope will happen? • Is there someone who inspires you to dream big? What is it about them that inspires you?	**Dealing with disappointment** • Have you ever really hoped for something that didn't work out? How did that feel? • What do you do when you feel disappointed? • What helps you start to feel better?	**Resilience and self-belief** • What does being resilient mean to you? • When things get hard, what do you tell yourself to keep going? • How does coping with something difficult make you feel about yourself afterwards?
Making new plans and setting goals • If something doesn't go to plan, how do you go about starting again or trying a different way? • What steps do you take when you are working towards a new goal? • Who helps you stay on track when you are working towards something important?	**Teamwork and roles in a group** • When you work in a group, what role do you usually take — leader, follower, organiser, encourager? • How do other people in a group help you, and how do you help them? • How does it feel to be part of a group that achieves something together?	**Celebrating success** • What is something you are really proud of achieving ? • How do you like to celebrate success with the people around you? • If you could keep the feeling of a really proud moment with you always, how might that help you when things get tough?
Resources and additional support for Families		
• **Place2Be** – advice on how to open up conversations about hopes, disappointment and emotional wellbeing at home • **Childline** – child-friendly articles and tools to help build self-respect and a positive attitude towards goals • 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):		

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Jigsaw Knowledge and skills progression: Dreams and Goals Puzzle Ages 3-11

Ages 9-10

Puzzle overview: Dreams and Goals

In this Puzzle, children 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. Across the six Pieces, children compare aspirations with young people in other cultures, learning about rights, opportunities and barriers. They explore ways to support others through teamwork, fundraising and community action.

Knowledge	Social and emotional skills
• 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 • I can identify a range of ways that we could support each other • 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	• 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

Vocabulary

adult, aspiration, attitudes, barrier, career, choice, community participation, country, culture, digital spending, dream, environment, financial harm, goal, grown up, identity, influence, job, lifestyle, media, money, motivation, opportunity, profession, rallying, reliable, rights, risk, salary, save, self-care, self-esteem, society, spend, spending decisions, sponsorship, support, team work, technology, values

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Ag	Talking Together: suggested questions to support 'Dreams and Goals' learning at home

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Jigsaw Knowledge and skills progression: Dreams and Goals Puzzle Ages 3-11

	Dreams and the life you want • What do you imagine your life looking like when you are grown up? • Have your dreams or goals changed as you've got older? • What kind of person do you want to be?	**Careers, jobs and aspirations** • Are there any jobs or careers that interest you? What appeals to you about them? • Where do you find out about different careers? • Do you think everyone has an equal chance of achieving their career dreams? What might get in the way?	**Money, spending and values** • Why do you think money is important when it comes to achieving your goals? • Do you think it matters how people choose to spend/save their money? • How might buying something affect other people or the environment?
	Different cultures and shared dreams • Do you think young people in other countries have similar dreams to you? • What might make it harder for some young people around the world to achieve their goals? • What could we do to help support young people elsewhere to reach their aspirations?	**Identity, strengths and changing goals** • What are your biggest strengths? What are the things that make you, you? • How do you feel about the idea that your goals and identity might change as you grow up? • What values are most important to you?	**Community and making a difference** • Is there a cause or community issue you feel strongly about? • How could you use your skills or interests to make a positive difference to others? • What motivates you to help or support other people — what does it feel like when you do?
	Resources and additional support for Families • **BBC Newsround** – child-friendly news covering global issues, different cultures and stories of young people making a difference • **Money Helper** – free, impartial guidance to help families talk about money, saving, spending choices and financial wellbeing • **Comic/Sport Relief** – for ideas of ways to support others through setting goals for fundraising • 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):		

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Ag	**Puzzle overview: Dreams and Goals**

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Jigsaw Knowledge and skills progression: Dreams and Goals Puzzle Ages 3-11

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

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Ages 10-11

Talking Together: suggested questions to support 'Dreams and Goals' learning at home		
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):		

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