



Kindness

Positivity

Respect

<u>SUBJECT MEDIUM TERM PLANNING PSHCE/RSE</u>		
Year Group: 5	TERM: Spring 1	Theme: Going For Goals
National Curriculum: Mental well-being		
<p>Context: In this unit, the children will learn about how important it is for us to set goals. To know that setting a goal gives us a greater chance of success in life. Children will learn that we all have barriers to achieving goals and there are strategies we can use to help us overcome those obstacles. The children will be introduced to the various learning styles and know which ones they are more in tune with. The children will look at the lives of real life ‘overcomers’ such as Ray Charles and Abraham Lincoln as well as researching other role-models as a source of inspiration.</p>	<p>Concepts: Setting goals Knowing that this is an important and beneficial skill.</p>	<p>Vocabulary: resilience, barriers, obstacles, perseverance, determination, failure, learning styles, goal, practice</p>
<p>Prior Knowledge: Children can refer back to Helen Keller and her ability to overcome and thrive in the face of deep adversity.</p>		<p>Future Knowledge: Stories of others are a common thread throughout school and they will have many opportunities to hear of other people’s journeys and how they overcame difficulties. The introduction of key role-models will happen both as part of planned work but also in spontaneous opportunities.</p>

<p>End points /by the end of this unit pupils will...): Know how to set a goal and find the steps to achieve it. Understand their own learning style/s. Know that failure is important and part of the road to success. Know that hard work is key to success and that there are no short cut. Understand that resilience in the face of failure is key. Look to other peoples' examples both now and in the future in order to be inspired.</p>			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1 To know how to set a goal and understand why this is beneficial to us.</p>	<p>The children talk about their New Year resolutions. Discuss the idea that any goal takes 10,000 hours of practice in order to be of a good level. Get a child to try a skill such as a keepie uppie or juggling as a visual stimulus. Link back to previous years when they have made new year resolutions. Visualising their dreams as a good technique. Show pp of young people. Can they guess who they grew up to be? Finish with them being introduced to a young boy who had a dream by showing the clip from the 'Ray' movie when he starts to lose his eyesight. What barriers does he face? Tell the children that they will hear more about his story in the next session.</p> <p>Explain that positivity plays a great part in success and that we all need 10 positives to outweigh a negative.</p>	<p>Why do we set goals?</p> <p>What are the benefits of setting goals?</p> <p>What might stop us from achieving our goals?</p>	<p>'Ray' movie clip</p> <p>Ball to ask children to a keepie uppie etc</p>

	Children have a starred page where others in the class write down what positive features they can already see in their peers. Children keep their own.		
2 To understand that we all have different learning styles.	<p>Ask the children who they admire and why? Pose the question 'How clever are you?' and after discussion change it to 'How are you clever?' Introduce the idea of different learning styles through the story of the widow and the 4 sons. After talking this through, get the children to investigate their intelligence style and record on their own personalized sheet, which they can then refer to in the future. Would you rather? activity. 'Would you rather build a Lego model or bake a cake?'</p> <p>End with the next clip in little Ray's life. What further barriers does he now face? What are his prospects for a successful life?</p>	<p>What kind of learner are you/ How do you learn best?</p>	<p>Learning styles posters</p> <p>'Ray' clip</p>
3 To know that there are obstacles on our way to success and what we can do to overcome them.	<p>Recap on the obstacle facing little Ray. Open up the discussion around barriers to learning. How do we feel when something is hard? What might our responses be? Show them a pretend letter from a child to teacher giving excuses for not getting a task done so they understand that excuse making is a common experience in life. Examine the idea of accepting things we cannot change and working on the things we can. Introduce Abraham Lincoln and his life story riddled</p>		<p>Videos of Ray Charles as a man.</p> <p>The Race poem.</p> <p>Pretend letter</p>

	<p>with failures. How did he respond? How would you respond in the same circumstances? Look where he got in the end. Perseverance and self-belief are key. Recite the poem 'The Race' and discuss the notion of resilience and getting up each time we fall. End with revealing that little Ray became Ray Charles and show some of his music to the class to act as inspiration.</p> <p>Task: write around picture of both Abraham Lincoln and Ray Charles explaining the obstacles they faced and how they each responded.</p>		
<p>4 To set themselves realistic goals for the future.</p>	<p>Children set their own short and long-term goals. List potential obstacles and how they might overcome them. Is there anyone who they can be accountable to? This will equip them with the skill of goal setting which may in turn become a life-long habit.</p> <p>Research other famous people who have had to overcome barriers and present their findings to the class in a variety of ways (video, comic strip, poster etc). This will enable the children to see the resilience and perseverance in others and therefore impact on their own determination to overcome.</p>	<p>What goal can you set for yourself? How will you react in the face of struggles?</p>	