

PSHE / SEL · Y3-Y6

# Goal Setting & Motivation

KS2 PSHE Knowledge Organiser

## Goal setting and motivation

1

### What is motivation?

The reason why we do things. Why we persist when things are difficult. Why we start things we find hard. Motivation is not fixed — it changes with circumstance, belief, and experience. It can be developed.

2

### Intrinsic motivation

Motivation that comes from inside — from the enjoyment, interest, or meaning of the activity itself. Reading because you love stories. Practising football because you love playing. Intrinsic motivation is more durable and associated with better long-term outcomes.

3

### Extrinsic motivation

Motivation that comes from outside — rewards, grades, praise, recognition. Useful short-term. Can undermine intrinsic motivation if overused: children who are rewarded for reading may read less when the reward is removed.

4

### SMART goals

Specific (exactly what?). Measurable (how will you know you've achieved it?). Achievable (within reach with effort?). Relevant (does it matter to you?). Time-bound (by when?). A SMART goal is a plan, not a wish.

5

### The role of habits

Habits automate repeated actions — they reduce the decision-making burden. Small habits (practising for 10 minutes daily) are more sustainable than ambitious sporadic effort. Habit formation: cue (signal) → routine (behaviour) → reward (positive outcome).



6

**Obstacles and setbacks**

Every goal has obstacles. Identifying them in advance — 'What might stop me?' — and planning responses to them is one of the most powerful goal-setting strategies. 'If X happens, I will do Y.' This is called implementation intention.

7

**Celebrating progress**

Progress toward a goal is worth celebrating, not just completion. Notice what has changed. Acknowledge how far you've come. This keeps motivation alive during the long middle phase of goal pursuit — which is when most people give up.

