

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 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
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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		

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 9-10	Dreams and the life you want <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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):		