

ALDER COPPICE PRIMARY SCHOOL UNIT OVERVIEW



Dreams and Goals Puzzle – Spring 1

About this Puzzle

Dreams and Goals helps pupils to learn how to and practice building their resilience, motivation and ambition. This Puzzle plays an important role in PSHE well beyond RSHE statutory guidance, helping children set goals, develop a growth mindset, and manage the emotions that come with both achievement and disappointment. Pupils consider wants and needs, explore jobs and careers, and learn how teamwork, enterprise and community participation can make a difference. Financial education is woven through, helping children understand how money, spending decisions and career choices shape the lives we build. As they progress, children examine how opportunities and barriers differ across cultures and develop empathy for those whose aspirations look very different from their own.

Dreams & Goals

Year 4

Taught knowledge

Knowledge

- 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

Social and Emotional skills

Social and Emotional Skills

- 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

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Healthy Me Puzzle – Spring 2

About this Puzzle

Healthy Me covers both physical and emotional health, helping children understand how everyday choices affect their bodies and minds and how these two aspects are linked. Children learn about balanced diets, physical activity, rest, sleep, personal hygiene, dental health, sun safety and first aid, alongside the facts about drugs: starting with medicines and unknown substances moving to alcohol, tobacco and vaping and then illegal drugs. Equally important is the focus on emotional wellbeing: friendships, peer pressure, body image, relationships with food, and strategies for managing stress and anxiety. Safety education runs throughout, with the Safety STAR framework (Stop, Think, Assess, React) helping children identify hazards and manage risk across contexts including road, water, fire and rail safety. This Puzzle is where RSHE Health Education statutory guidance is most broadly represented, but Jigsaw ensures that the emotional and social learning is embedded, so building children's confidence, self-respect and agency to make informed, healthy choices for life.

Healthy Me

YEAR 4

Taught knowledge

Knowledge

- I recognise how different friendship groups are formed, how I fit into them and the friends I value the most
- I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help
- I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape
- I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol
- I can recognise when people are putting me under pressure and can explain ways to resist this when I want
- I know myself well enough to have a clear picture of what I believe is right and wrong

Social and Emotional skills

Social and Emotional Skills

- I can identify the feelings I have about my friends and my different friendship groups
- I can recognise feelings of embarrassment, pressure or wanting to fit in that might stop me making safe choices, and know how to manage these feelings to keep myself safe
- I can recognise negative feelings in peer pressure situation (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others
- I can identify feelings of anxiety and fear associated with peer pressure
- I can tap into my inner strength and know how to be assertive