



Being Me In My World Puzzle Map - Ages 14-15

Big Question: Is managing my online and offline world within my control?

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Liberty and safety in my world	RRd	<p>I can list the freedoms I enjoy in society</p> <p>I can describe what personal freedom means to me</p> <p>I can describe my understanding of safety</p> <p>I can identify potential risks to my safety</p>	<p>I understand that this can differ in other parts of the world</p> <p>I can compare my freedom and safety to that of teenagers in different parts of the world</p>
2. How I feel when things end	RRa, MWa, MWd	<p>I can describe the stages of grief</p> <p>I know where to appropriately get help and support with loss and bereavement issues</p> <p>I can discern which online sources or support in regards to loss/ grief are helpful or not</p>	<p>I understand the range of emotions associated with relationships ending</p> <p>I understand the behaviours that some people experience as a result of grief, this can be on or offline</p> <p>I can identify some of the ways some individuals manage grief and loss</p>
3. How social media affects me, my identity and culture	OMa, OMb, OMc, OMd, OMh, MWb, ISa, ISb	<p>I recognise the positive and negative role of social media e.g. challenge culture vs environmental campaigns and awareness-building</p> <p>I understand the impact social media has on culture and identity</p> <p>I recognise how online data is used both positively and negatively</p> <p>I can compare social media usage across different societies</p>	<p>I can reflect on how social media can impact on safety</p>



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4. Rated!	RRb, RRe, OMa, OMb, OMc, OMd, OMe, OMg, ISa, ISb	<p>I can identify potential threats to online safety</p> <p>I understand “netiquette” and legislation relating to online safety</p> <p>I can state decision-making process regarding what you post online</p>	I can critically assess own online identity
5. Risk	AMg, ISRk	<p>I can identify potential threats to safety in a range of situations on and offline</p> <p>I can describe actions to mitigate risk in a range of situations</p> <p>I know how to get help if personal safety is threatened</p>	I know some strategies for managing my feelings about how my world is changing
6. Assessment	FAMb, RRA, RRb, ISRa	I understand how to stay safe in my online and offline relationships	I know some strategies for managing on and offline relationships, positively



Celebrating Difference Puzzle Map - Ages 14-15

Big Question: Does difference result in inequality?

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Equality: what does it mean to me in the UK?	RRc, RRh	<p>I can define what equality is</p> <p>I can give examples of disabilities including hidden disabilities</p> <p>I can give some consequences of not adhering to the Equality Act</p>	<p>I know of strategies to accept and embrace my individuality</p> <p>I appreciate other people's individuality and accept them as they are</p>
2. Equality in the workplace	RRc, RRh	<p>I can give examples of job roles that are exempt from the Equality Act</p> <p>I can give examples of how to promote equality</p> <p>I know what is expected of me and what I can expect in the workplace</p>	<p>I know of some strategies to deal with situations that may occur in the workplace</p>
3. Multicultural Society	MWb	<p>I can discuss a range of individuals that make up society</p> <p>I can explain the benefits of multi-cultural societies</p> <p>I can appreciate the differing views and opinions of individuals</p> <p>I can explain some of the physical and mental consequences of unequal treatment of individuals</p>	<p>I can explain how being treated unequally can affect a person's physical and mental well-being</p>



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4. Power in relationships	RRa, RRb, RRc, RRf, BSa	<p>I can identify the misuse of power in relationships</p> <p>I can give examples of the physical and mental consequences of misuse of power in relationships</p> <p>I can list sources of support for individuals experiencing ill-treatment by others</p>	I can understand and discuss how coercive control can develop
5. Challenging inequality	MWa, MWc, ISb	<p>I can identify individuals and groups that may experience inequality</p> <p>I can list some organisations that campaign for greater equality</p> <p>I can describe how some groups and individuals' campaign for equality</p>	I can explain the physical and mental effects of unequal treatment on individuals
6. Assessment	PHb, HEa, HPe	<p>I understand how equality and inequality can affect relationships</p> <p>I recognise some of the ways in which aspects of health can impact on life chances, particularly education</p> <p>I know how to take responsibility for some aspects of my health and I understand that my health-related decisions will have consequences</p>	I understand that some people face barriers to better health and I appreciate the challenges that this brings



Dreams & Goals Puzzle Map - Ages 14-15

Big Question: Is success only possible when physical and emotional needs are in balance?

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Relationships and goals	RRa, RRb, ISRa, MWb	<p>I can describe the relationships in my life that will support me in reaching my goals</p> <p>I can assess how I can respect and nurture the important relationships in my life</p> <p>I can define what resilience is and identify both my areas of strength and where I need to keep working</p>	I can identify my main strategies for coping when things don't go according to plan
2. Me, my goals and my health	MWf, PHa, PHb	<p>I can identify the connections between physical health and achieving my goals</p> <p>I can understand the impact that poor mental health can have on my goals</p> <p>I can consider some steps I could take to ensure my health supports me with my goals</p>	I can describe how relationships can support people in achieving their goals
3. Work/life balance	RRb, OMa, OMb, MWc, MWe, ISa	<p>I understand the issues that may impact on me and my future success, including social media</p> <p>I understand the importance of balance in all aspects of my life (work, social life, family, etc.)</p> <p>I can identify realistic and unrealistic goals</p>	I know some ways to relax and can recognise when I need to take some time out, and also when I need to persevere



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
4. A Healthy Balance	ISRb, MWe, MWf, PHa, HEa, HPe	<p>I can describe how balance supports mental and physical health</p> <p>I can identify what I can do to create more balance in my life</p> <p>I can explain the importance of connections in relation to healthy relationships</p>	I can understand the importance of having balance in my life
5. A Healthy Balance	ISRb, MWc, MWe, PHa, PHb, PHc, HEa	<p>I can identify the wide range of goals individuals have</p> <p>I can understand a range of health goals that are priorities for some people</p> <p>I can explain how helping a stranger can impact positively on people</p>	I can discuss how I can support someone achieve their health goals
6. Assessment	RRb	I understand how relationships and being part of a community can support me and others to achieve our goals	I know how to make manageable plans for my life and set myself realistic and challenging expectations



Healthy Me Puzzle Map - Ages 14-15

Big Question: When it comes to health, to what extent am I in control?

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. My health MOT	MWa, HPb, HPc, HPe	<p>I understand the range of factors that affect my physical and mental health</p> <p>I can use new (health-related) information to inform my lifestyle choices</p>	I recognise that my health choices can affect my emotions
2. What protects my health?	MWa, MWb, MWc, MWf	I understand there is a wide range of actions that I can use to enhance and protect my health	I understand that the people I surround myself with can have an effect on my health
3. Extraordinary bodies	ISRk, DATa, DATb, DATc, DATe, DATf	<p>I appreciate how complex my body is and that it needs to be looked after well, now and in the future</p> <p>I am aware of the potential risks associated with a range of substances including prescribed and over-the-counter drugs</p>	I am aware of the importance of looking after myself and that it is my responsibility to do so
4. Extraordinary minds	MWc, MWd, MWf, PHa	<p>I know about some mental health disorders</p> <p>I understand the positive impact that community action and volunteering can have on mental health</p>	<p>I am aware of the importance of looking after my mental health and that it is my responsibility to do so</p> <p>I understand the links between physical and mental health, including spending time outdoors.</p> <p>I can describe a range of actions I can take that support mental health</p>



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
5. Diseases, treatments and lifestyle choices	PHb, PHc	<p>I can discuss common threats to health, including cardio-vascular disease and cancer and diabetes</p> <p>I can identify the steps that can be taken to help prevent lifestyle-related ill-health</p> <p>I have knowledge of future health challenges to society including: epidemics, pandemics, antibiotic resistance</p> <p>I understand the availability and limitations of advanced medical techniques including: stem cell therapy, organ donation</p>	<p>I can reflect on how I feel about these health issues</p>
6. Assessment	ISRi, ISRj	<p>I can summarise some of the risks associated with substance use and the laws relating to these</p> <p>I can describe how people who are sexually active can keep themselves safe from STIs</p> <p>I can express why some people choose to use different substances and my own thinking relating to such choices</p>	<p>I can express my opinion and stand up for myself when necessary</p>



Relationships Puzzle Map - Ages 14-15

Big Question: Is love all you need?

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Healthy, long-term relationships	FAMc, FAMd, ISRa, MWa, MWb	<p>I can identify types of long-term relationships, including legal status</p> <p>I can identify the important elements in long-term relationships</p> <p>I can discuss what is required to sustain healthy long-term relationships</p> <p>I know appropriate vocabulary associated with long-term relationships</p> <p>I can differentiate the elements present in different types of long-term relationships</p>	I understand the importance of relationship with self
2. Love and loss	RRa, MWa, MWc, MWe	<p>I understand the relationship life-cycle</p> <p>I understand the choices I have in my relationships, including; ending a range of relationships, physical and non-physical relationship choices</p> <p>I can explain how a range of relationships can be ended including romantic relationships</p> <p>I understand the consequences of ending relationships including: bullying, revenge pornography, depression, the grief process and how to manage this</p> <p>I can list sources of help and support for when relationships end including bereavement and divorce, family separation</p>	I understand relationship choices and support available when things go wrong



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
3. Healthy connections	FAMa, FAMb, FAMc, FAME, RRa, RRb, RRd, BSb, ISRa, ISRb, ISRe, MWa, MWb	<ul style="list-style-type: none"> I understand the benefits of healthy relationships I can discuss the physical and mental benefits of connectedness I can assess the impact healthy relationships can have on children I can evaluate my own role in a range of relationships I can critically evaluate the role of love in relationships I can list strategies to cope with difficult relationships 	I can explain how different types of relationships contribute towards happiness
4. Relationships - don't believe what you see!	OMa, OMb, OMe, OMf, OMg, ISa, ISb	<ul style="list-style-type: none"> I can critically evaluate the truth or otherwise of a relationship e.g. via social media, "fake news" etc. I can explain why rumour mongering might give a false impression of a relationship I can discuss the media portrayal of relationships and potential harms this may cause e.g. sensationalisation, reality TV, pornography 	I can describe the negative influence pornography can have on relationships



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<p>5. Better together?</p>	<p>FAMg, RRe, RRf, RRg, BSa, ISRd, ISRe, MWe</p>	<p>I can list the health benefits that positive relationships can provide</p> <p>I understand the physical and mental impact of unhealthy relationships</p> <p>I can discuss the patterns associated with abusive relationships including exploitation and abuse in teenage relationships</p> <p>I understand how coercion can feature in a range of relationships</p> <p>I can describe examples of legislation associated with coercion, exploitation and abuse in relationships</p> <p>I know the support available when relationships are unsafe</p>	<p>I can discern relationships that might not be healthy</p>
<p>6. Assessment</p>		<p>I can consider what makes a relationship healthy or coercive and know what my non-negotiables are</p> <p>I know how to get help if needed</p>	<p>I can recognise my own emotions and know these help me discern when a relationship is good for me or not</p>



Changing Me Puzzle Map - Ages 14-15

Big Question: Can all change be positive in some way?

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Changing society and me	FAMg, RRd, MWa, MWe, ISa	<p>I can identify some of the changes in society that will affect me</p> <p>I can discuss the emotional impact societal change can have on young people</p> <p>I can assess the role of media, including social media on social change</p>	I understand that change is inevitable and have strategies to manage feelings about this
2. Managing change and decision making	FAMg, MWa, MWe	<p>I can recognise the range of changes I have experienced in my life</p> <p>I can identify the feelings associated with change both positive and negative</p> <p>I can list changes I have made that I am proud of</p> <p>I understand the type of decision-maker I am</p> <p>I can discuss the impact of the range of changes families can experience and their impact on children and their parents/family</p>	I can reflect on how I have managed the changes I have faced
3. Gender and sexual identity	RRc, RRd, RRh, MWa, MWc, Mwe	<p>I can identify the change that some people may experience in relation to sexual identity and gender</p> <p>I can understand the spectrum (or galaxy) of sexuality and gender including appropriate vocabulary</p> <p>I can discuss the reality and myths surrounding sexual identity and gender</p> <p>I can describe where to find help and support around sexual identity and gender</p>	I understand the range of relationship changes that individuals can experience, including with self.



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
4. Gender stereotypes and sexual identity	FAMa, FAMb, FAMc, FAMd, FAME, FAMg, RRb, RRc, RRd, RRh, MWa, MWc, MWe	<p>I can discuss gender and stereotypes in relation to a range of romantic relationships</p> <p>I can identify and understand the legislation relating to a range of relationships</p> <p>I understand the risks associated with exploring sexual identity</p>	<p>I understand the range of emotions individuals can experience in relation to romantic relationships</p>
5. Physical and emotional changes	RRa, RRb, RRd, ISRa, MWa, MWb, MWc, MRd, MWe, CABa, CABb	<p>I can reflect on physical changes experienced so far</p> <p>I understand the relationship between physical change, self-esteem and emotional change</p> <p>I understand the impact of family change and how it can affect future relationships</p> <p>I can list sources of help and support in relation to changes young people may have difficulty with</p>	<p>I can discuss the difficulties associated with the physical and emotional changes young people can experience</p> <p>I can describe some of the strategies that can be helpful in managing change</p>
6. Assessment		<p>I can understand how societies change and this affects people's attitudes and ways of</p>	<p>I can reflect on how I have successfully managed change in my personal life</p>