

Being Me in My World Puzzle Map – 11+

Big Question: How do I fit into the world I live in?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Who Am I?	RR 3	– I can explain what identity is, describing the different factors that shape who I am. – I can recognise what makes me unique	– I can recognise and respect the differences between myself and others, and show confidence in who I am
2. My Influences	RR 3, MW 1	– I can understand that identity is affected by a range of factors	– I can identify what influences my life
3. Peer Pressure and Belonging	RR 1, RR 5, BS 2, PS 2	– I understand how peer pressure operates within groups	– I can achieve an appropriate level of independence from others while maintaining positive relationships with them
4. My Online Identity	F 8, OSA 1, OSA 2, OSA 4, OSA 9, OSA 10, BS 3, WO 2, WO 3, PS 6	– I can recognise how I present myself online – I can understand how to engage and respond responsibly with other users	– I understand how my online identity can affect what others think and feel about me
5. What are the consequences of what I say or do online?	OSA 4, OSA 5, OSA 6, PS 2	– I understand what can influence my behaviour online	– I understand that what I say and do online can have consequences for myself and others
6. Assessment	OSA 14, WO 4, WO 5	– I understand how to maintain positive on and offline relationships – I understand what steps to take to stay responsible online	– I understand that what I say and do online can have consequences for myself and others

Celebrating Difference Puzzle Map – 11+

Big Question: Do we need to feel 'the same as' to belong?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Prejudice and Discrimination	RR 5, RR 6, RR 9	– I can describe what prejudice and discrimination are – I know what bystanders are and their impact on bullying – I can explain some ways the Equality Act protects against prejudice and discrimination	– I know how I can challenge prejudice and discrimination assertively – I can identify what is important to me and what I expect from myself
2. Bubbles of influence	PS 2	– I can challenge my own and others' attitudes and values, and accept difference in others	– I can see the world from other people's points of view and take account of their intentions, preferences and beliefs – I know I have choices in how I allow others to influence me
3. Challenging stereotypes	RR 9	– I can understand the wide range of roles in society and the variety of individuals that operate within them – I understand what stereotyping means and its potential impact	– I know that I am a unique individual, and I can think about myself and others on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)
4. Human rights and protected characteristics	RR 2	– I can challenge prejudice and discrimination assertively – I know what the Equality Act is and can give some examples of protected characteristics	– I understand the impact of bullying, prejudice and discrimination can have – I can take others' thoughts and feelings into account in how I manage my relationships
5. Bullying	RR 6, OSA 10	– I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours	– I understand the impact bullying, prejudice and discrimination can have on those involved, and can use appropriate strategies to alleviate this and support them – I know where and how to get help if I am on the receiving end of bullying, prejudice or discrimination (local and national sources of help)
6. Assessment	RR 1, RR 3, RR 5, BS 1	– I understand how respect has an impact on relationships	– I can empathise with people who face prejudice and discrimination and can suggest ways to tackle this positively – I know how it feels to be included and excluded

Dreams and Goals Puzzle Map – 11+

Big Question: Can my choices affect my dreams and goals?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. What are my dreams and goals?		– I can identify my dreams and goals and recognise that these may change over time	– I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them
2. Achieving my dreams and goals	RR 3, PS 3	– I can identify the key skills I will need for success in future careers, like communication, creativity, and problem-solving	– I can reflect on my dreams and goals to start thinking about my future
3. Coping strategies	RR 3, PS 3	– I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour	– I can anticipate and plan to work around or overcome potential obstacles – I can identify barriers to achieving a goal and identify how I am going to overcome them
4. Building Skills for the Future and Teamwork	OSA 11	– I can apply imagination and critical thinking to design a creative solution for a futuristic challenge – I can reflect on my own dreams, goals, and skills, and think about how I can keep developing them for the future	– I can work respectfully and cooperatively with others in a team, listening to different perspectives – I can communicate my ideas clearly and confidently, while also supporting my teammates
5. How making risky or unsafe choices can affect someone's dreams and goals	BS 11, BS 16, WO 6, PS 2, PS 3, PS 5, PS 6	– I can give an example of when a risky or unsafe choice could affect a person's dreams and goals	– I understand that a risky or unsafe choice could affect my dreams and goals
6. Assessment	RR 3, MW 2, MW3, MW 6, PHF 1, PHF 3, HE 1, HP 4, HP 6	– I can identify healthy habits that boost my mood, energy, and focus – I can explain how daily habits affect my wellbeing and learning – I can make choices that support my body, mind, and future goals	– I can show kindness and support others to build positive relationships and feel good. – I can notice my feelings and choose behaviours that support my wellbeing

Healthy Me Puzzle Map – 11+

Big Question: To what extent am I responsible for my mental and physical health?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Nutrition and Exercise	MW 2, PHF 1, PHF 3, HE 1	– I understand how physical activity can help combat stress – I understand the positive impact of healthy lifestyle choices such as good nutrition, exercise on my body and mind	– I can explain why everyone needs to take responsibility for their health
2. Sleep	MW 2, HP 6	– I understand the positive impact of healthy lifestyle choices such as good sleep on my body and mind	– I can explain why good sleep is important and how it can have an impact on my physical and mental well-being
3. Stress	MW 2, MW 4, MW 6, HP 6	– I can explain ways to help myself when I feel stressed – I recognise when I feel stressed, and the triggers associated with this	– I can describe techniques I use to manage my emotions
4. Health Protection and Healthcare Systems	DATV 5, HP 1, HP 3, HP 8, BFA 1	– I understand how viruses spread and how to prevent infections through personal hygiene and safe use of prescribed and over-the-counter medicines – I can identify where to go for help with different health concerns	– I can recognise when I need help and feel confident asking healthcare professionals for support – I can take responsibility for my own health and wellbeing through safe self-care choices
5. Substances – Nicotine and Caffeine	MW 4, MW 9, DATV 6, DATV 7	– I know about different substances and the effects they have on the body and why some people use them – I understand that I can make choices about my own lifestyle	– I know what makes me feel good and know how to enjoy myself in ways that are not damaging to myself and others.
6. Assessment	MW 6	– I can summarise some key things I can do to sustain my well-being	– I can express my emotions and empathise with others

Relationships Puzzle Map – 11+

Big Question: What can make a relationship healthier or less healthy?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Consent in my Relationships	F 5, RR 8, BS 1, BS 2, BS 3, BS 6, ISR 3	– I can identify characteristics and benefits of positive, strong, supportive relationships – I understand what expectations might be of having a romantic relationship – I understand what is meant by consent	– I understand/recognise the range of positive qualities people bring to relationships – I understand why respect for the other person's wishes is important in relationships
2. My changing supportive relationships	F 6, RR 3, RR 5, BS 2, MW 1	– I can identify the supportive relationships in my life – I know that relationships change and can suggest how to manage this	– I understand/recognise the characteristics of some of the supportive relationships in my life – I can recognise that my emotions and feelings can change regularly
3. Getting on and falling out	RR 1, RR 5, RR 7, PS 3	– I can identify why people sometimes fall out – I can suggest ways to manage conflict within my friendship group	– I can identify emotions that can be associated with falling out
4. How to be authentic online and offline	RR 3, OSA 1, OSA 3, OSA 15, BS 16, WO 2, WO 5	– I can explain the difference between being authentic and seeking validation, when online. – I know how to carry out simple checks to judge what is real and trustworthy on social media. – I can reflect on how things I see online affect the way I feel and think about myself, and how to be true to who I am.	– I can demonstrate respectful discussion and self-awareness, when exploring the emotional impact of online comparison or influence.
5. My Space, My Rules: Understanding Boundaries & Online Safety	RR 1, RR 2, RR 5, OSA 1, OSA 2, OSA 4, OSA 5, OSA 6, BS 1, BS 3, BS 4, BS 6, BS 11, PS 3, PS 6	– I can explain what personal space and boundaries are — in real life and online. – I can explain what sextortion is. – I can list practical ways that I can stay safe, when I am online.	– I can show respect when discussing sensitive topics and personal experiences.
6. Assessment	F 8, RR 1, RR 8, BS 1, BS 3	– I can summarise behaviours and attitudes that could make a relationship healthier or less healthy	– I can explain my understanding of respect and authenticity

Changing Me Puzzle Map – 11+

Big Question: How do I feel about becoming an adult?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Puberty	HP 1, DB 1, DB 2, DB 3	– I can understand the physical and emotional changes that happen during puberty – I recognise that puberty happens at different times for different people – I can identify different strategies for managing change and maintaining good hygiene	– I feel confident asking questions and seeking support about puberty-related concerns
2. Having a baby	F 6	– I know some of the ways a baby can be conceived – I understand how a baby develops inside the uterus and is born	– I can express the different feelings and choices that people may have and make about conception, pregnancy and having a baby – I can appreciate that a baby comes with responsibilities
3. Family relationships and choices	F 1, F 2, F 7, RR 2	– I know there are different types of committed stable relationships and that some people may choose to have children or not – I can make links between positive, healthy family relationships and effective parenting – I can identify some of the roles and responsibilities of being a parent	– I can understand that stable intimate relationships can be linked to happiness
4. Image and self-esteem	RR 3, OSA 3, MW 3, MW 6, WO 2	– I know that the media can have a positive or negative impact on a person's self-esteem or body image – I know where to go for help if I am worried about my body image or self-esteem	– I understand how self-image is linked to self-esteem – I can identify strategies to build my self-esteem
5. My Body, My Rights – FGM	BS 13	– To know that no one can make changes to my body without my permission and that FGM is illegal in the UK	– To be able to identify who to ask for help and advice about myself or a friend, even if it something that is hard to talk about
6. Assessment	MW 1, MW 2, MW 4, MW 6, DB 1, DB 6, DB 2	– I can summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes	– I can identify factors and activities that will impact on my mood both positively and negatively