

Being Me in My World Puzzle Map – 13+

Big Question: To what extent does the world I live in affect my identity?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Being 'Me' in a Group	MW 3, PS 3	– I can identify differences between myself and others in my social groups – I can explain how differences can be a source of conflict or a reason to celebrate	– I can manage differences of opinion within my social groups to maintain positive and safe relationships
2. Expectations and Perceptions of Relationships	RR 1, RR 8, BS 1, BS 2, BS 3, BS 9	– I understand that different people have different expectations of intimate relationships – I know how to access support if worried about a relationship issue	– I have an understanding of my own expectations of intimate relationships
3. Peer Approval	F 8, OSA 4, OSA 10, BS 2, BS 3, BS 4, BS 6, BS 11, WO 3, PS 2, PS 3, PS 4, PS 6	– I can explain peer approval and how it can cause problems – I can describe what grooming is and give examples	– I have strategies to help me manage my peer group relationships
4. Risks	OSA 1, OSA 2, OSA 3, OSA 4, OSA 9, PS 2	– I can suggest links between risky behaviour choices and the influence of social groups – I know that I can accept or reject influences	– I know where to access help and advice if I am concerned about a risky situation in my life
5. Consent	RR 8, BS 1, BS 2, BS 3, BS 4, BS 5, BS 7, BS 8, ISR 2, ISR 3, ISR 11	– I can define consent and understand its legal and ethical importance in all relationships, including sexual relationships – I can identify the characteristics of consent and recognise when consent is present or absent in different situations	– I can explore ways to communicate boundaries clearly and respect others' boundaries to build healthy relationships
6. Assessment	RR 3	– I understand how the choices I make can be linked to my self-identity and self-esteem – I understand how self-esteem can affect my health and relationships	– I feel confident about reassessing my own and others' behaviour and choices

Celebrating Difference Puzzle Map – 13+

Big Question: Is being different a good thing?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. The Power of Positive Language	RR 3, WO 1	– I can identify positive and negative language and can recognise my own language style	– I can recognise that my language choices can affect other people and their views of me
2. Banter and Bullying	RR 2, RR 5, RR 6, RR 9, RR 12	– I can define prejudice, discrimination, bullying, and banter, and give examples of each – I can identify harmful comments or actions, including misogyny, and explain how they can make someone feel bad – I can explain how to report bullying and describe ways to support and empower others	– I can recognise and manage my emotions, show empathy for others, and take positive actions to support a respectful and inclusive environment
3. The Power of Understanding: Reducing Fear and Promoting Equality	RR 2, RR 9, PS 3	– I can identify positive and negative language and can recognise my own language style	– I can recognise that my language choices can affect other people and their views of me – I understand that negative language can be damaging to mental health
4. More Than Words: Bullying, Online Harassment and Mental Health	RR 6, OSA 1, OSA 10, BS 4, WO 3	– I can explain what cyberbullying and online harassment are – I can reflect on the impact bullying has on mental health – I can identify strategies to prevent and report bullying	– I appreciate the short-term and long-term effects and consequences of bullying on everyone involved including impact on mental health
5. Looking Beyond Assumptions: Challenging Bias and Stereotypes	RR 2, RR 9, OSA 1, OSA 8, OSA 10, BS 9	– I understand about protected characteristics and how everyone has the responsibility to challenge discrimination – I understand that there are some inequalities in the world	– I know some ways that I can protect myself from discrimination and some ways that I can challenge inequalities
6. Assessment	RR 3, MW 2	– I can explain what a changemaker is – I can evaluate what makes someone a changemaker – I can reflect on what I can do to bring about a positive change	– I can make a commitment to do something positive that might help someone else

Dreams and Goals Puzzle Map – 13+

Big Question: Who do I dream of becoming?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. The Power of Planning	RR 3, RR 5	– I can explain what a SMARTER plan is and why it's important – I can work with others to create a SMARTER plan for a real-life task – I can evaluate and adjust plans to stay on track toward my goals	– I can collaborate respectfully with others by listening to different ideas and sharing my own clearly during group planning
2. Body Image and Future Goals	MW 6, HP 4	– I can explain how bodies naturally change during adolescence – I can evaluate the risks and realities of cosmetic procedures and weight loss products – I can connect health decisions to future aspirations and goals	– I can develop strategies for building positive body image that supports future success
3. Mental Health and Illness	RR 2, RR 12, OSA 8, OSA 11, MW 5, PHF 5, HP 4, PS 2, PS 3	– I can explain what mental health is and factors that can lead to mental illness – I understand that stigma about mental illness is unhelpful – I know where to access help if worried about a mental health concern	– I understand that stigma about mental illness is unhelpful
4. Media Manipulation and Health	RR 3, RR 6, OSA 1, OSA 3, OSA 8, WO 3, PS 2, PS 3	– I can understand how and why some media is manipulated. – I can understand that this can have an impact on self-esteem and mental health, both positively and negatively – I know where to access help if worried about a mental health concern	– I can take positive steps to protect my mental health when I feel overwhelmed, confused, or anxious because of things I've seen online
5. Deepfakes and AI	OSA 1, OSA 2, OSA 3, OSA 7	– I can explain what a deepfake is and how they are created – I can identify the signs of deepfakes, knowing what actions to take when I spot one – I can evaluate the positive and negative impacts of deepfakes and AI on a person's health and reputation	– I can demonstrate open-mindedness and respect, when discussing different views about what's real or fake online
6. Assessment	RR 6, RR 9, RR 12, OSA 1, OSA 2, OSA 8, PS 2, PS 5 WO 7	– I can recognise that some online content is unhealthy, harmful or illegal – I can consider reasons why people post harmful content online – I can explain where to get advice if I see something online that upsets me	– I know to respond calmly and thoughtfully when I see harmful content online

Healthy Me Puzzle Map – 13+

Big Question: How can substances impact on wellbeing?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. The amazing teenage brain	F 7, BS 2, BS 4, WO 3, PS 1, PS 2, PS 3, DB 2	– I understand that my brain works in order to keep me safe, process my emotions and think logically – I can explain how my environment changes as a teenager and how my brain might respond to this	– I know how I can use my brain to make the most of my social and learning interactions
2. Protecting the teenage brain	MW 9, WO 6, DATV 1, DATV 2, DATV 3, DATV 4	– I understand the physical and emotional effects of alcohol and other substances and how they can affect decision-making – I know what the law says about alcohol – I know some facts about drug classification and what the law says about possession and supply of drugs	– I feel confident about making my own decisions about my lifestyle choices
3. Risk taking and group behaviour	RR 2, RR 5, RR 6, MW 3, MW 6, DB 2	– I recognise that my social environment has a bigger impact on me in adolescence than it did in earlier childhood – I can explain why fitting in with a social group is important to me at this age	– I can make decisions that help others to feel accepted and know how this can encourage myself and those around me to make healthy choices regarding mental and physical health
4. Life-saving skills	PHF 2, BFA 2, BFA 3	– I know what cardiac arrest is and the steps I can take if I think this might have happened to someone – I can follow instruction to carry out CPR – I know what a defibrillator is and can follow instructions on how to use one	– I understand that I can take steps to keep myself and those around me safe if they get into difficulty
5. Mental health first aid	MW 1, MW 3, MW 4, MW 6	– I can explain what a self-care plan is and why they are helpful to protect mental health – I can explain one action that I can take to support someone struggling with their mental health	– I can recall one way to label our feelings
6. Assessment	MW 2, HE 1	– I can describe the actions that can be taken to support good physical and mental health – I can explain aspects of a balanced diet – I can identify ways to manage stress and promote good sleep	– I can understand how the social environment is particularly important during teenage years

Relationships Puzzle Map – 13+

Big Question: Can relationships ever be equal?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Equality in relationships	F 8, RR 1, RR 2, RR 10, BS 1, BS 5, PS 3	– I can identify the key elements of a healthy and balanced relationship. – I can explain what a power dynamic is. – I can recognise behaviours that are not healthy or respectful in a relationship.	– I can listen to and respect other people's thoughts, feelings, and opinions during discussion. – I can reflect on my own values and feelings about what makes a relationship healthy or unhealthy.
2. Assertiveness and saying no	F 8, RR 3, RR 8, BS 2, BS 3, BS 4, BS 5, BS 6, BS 16, ISR 2, ISR 4, ISR 5, MW 1, PS 3	– I understand that I have a choice in many situations, including when I want to say no – I know and can use some assertiveness skills to help me manage a range of circumstances – I understand that consent and the law are important features in a sexual relationship.	– I can be assertive when appropriate – I know how to access help if I'm worried about a relationship.
3. Pornography and its Impact	RR 1, RR 9, RR 10, RR 11, OSA 4, OSA 5, OSA 8, OSA 11, BS 5, BS 15, BS 16, ISR 11	– I understand that pornography and some media images give a false impression of sex and romantic relationships. – I can challenge stereotypical, misogynistic ideas of 'ideal' males and females. – I know about sex and the law as applied to online and social media.	– I can discuss mature topics such as pornography in an appropriate and mature way.
4. Contraception	BS 4, ISR 4, ISR 6, ISR 12	– I can recall different contraception methods available – I can identify reasons why contraception is important for sexual health, as well as preventing unwanted pregnancy – I can explain how to access advice and information about sexual health	– I feel empowered to make an informed decision about contraception if and when needed
5. Consequences of unprotected sex	BS 4, ISR 1, ISR 2, ISR 4, ISR 8, ISR 9, ISR 12	– I understand that there are consequences if I choose to have unprotected sex – I know about different sexually transmitted infections – I know about sexual health clinics and how to access help and support if I have unprotected sex	– I know some of the options available if I have unprotected sex
6. Assessment	F7, BS 2, BS 4, HP 9	– I can consider the risks and consequences of becoming sexually active	– I can think through how I feel about what is right for me in relationships

Changing Me Puzzle Map – 13+

Big Question: How can change affect mental health?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Change and our emotions	MW 1, MW 3, MW 4, MW 6, PHF 3, DB 1	– I know that change can trigger a range of emotional responses – I know that some changes can be more difficult to manage than others – I know that going through change can develop resilience	– I can suggest ways I can manage change in my life
2. Changing and Growing	RR 3, WO 2	– I know different ways someone might choose to express themselves (self-expression) – I understand some of influences that can affect a person's body image and how they might choose to express themselves	– I understand the choices I have relating to my body image and self-expression
3. Masculinity and Online Influence	RR 3, RR 9, RR 12, OSA 3, OSA 8, BS 3, MW 6, WO 1, WO 2, PS 3	– I can identify different messages about masculinity from media and online sources – I can recognise persuasive techniques used by online influencers	– I can think critically about content I might encounter online
4. Misogyny, incel culture and building healthy relationships	RR 2, RR 9, RR 12, OSA 3, OSA 8, OSA 10, MW 3, MW 6, WO 1, WO 2, WO 5	– I can define misogyny and recognise it in online spaces – I understand what incel culture is and why it's harmful – I can identify warning signs of unhealthy online content	– I can develop a range of strategies for building healthy relationships and handling rejection
5. Mental health and addiction	MW 2, MW 6, MW 9, WO 5, DATV 1, HP 6	– I know that my mental health can be affected by different situations and experiences – I know about some common mental health issues – I can challenge stigma about mental health issues – I know where to access support if I am worried about my mental health	– I appreciate that the people in my life may have a range of different views and opinions
6. Assessment	MW 2, HP 6	– I know that sleep is important for psychological and physical reasons – I know that sleep is important for my mental health – I know that sleep is important for learning	– I acknowledge that I am in control of changes in my life and appreciate that the decision to implement change can be challenging