

Being Me in My World Puzzle Map – 12+

Big Question: Can I choose how I fit into the world?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Identity and Influence	RR 3, OSA 3, MW 3, MW 6, WO 1, WO 2	– I can appreciate that identities are complex and can change over time – I can appreciate the similarities, differences and diversity of people's identities	– I understand that faith, families, communities and cultures influence identity and can start to identify the influences in my life
2. My 'Family'	F 2	– I understand about collective and individual identities and cultural diversity – I understand the influence family has on self-identity	– I can make sense of what has happened in my life and understand the influences from my own history and how they have shaped my self-identity, including those I've chosen to reject
3. 'Family Factors'	RR 3	– I understand how to identify influences and differences and use these positively in my relationships	– I understand how to listen actively to other people – I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations of, for example, my family
4. The Power of First Impressions	RR 2, RR 3, RR 5, RR 9, PS 3	– I understand that first impressions can lead to judgements that may be misinformed	– I understand that I can make accurate and inaccurate assumptions about my own and others' identities – I understand that I can make choices about the influences I accept as part of my personal identity
5. Faith and beliefs	F 1, F 3, F 4, RR 2, RR 4	– I understand that there is a range of beliefs within any community and I can recognise the beliefs I hold as important to me – I can appreciate that people's faiths and beliefs can affect their personal identity	– I can see the world from other people's points of view and understand their beliefs – I respect people's right to hold their own views and beliefs
6. Assessment	OSA 3, WO 2	– I can understand how people present themselves differently online and offline – I can recognise the positives and challenges of managing multiple identities	– I can reflect on my own online and offline identity and make choices authenticity

Celebrating Difference Puzzle Map – 12+

Big Question: How different are we really?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. When Prejudice becomes Persecution	RR 4, RR 6, RR 9, OSA 8, OSA 9, OSA 10, PS 2	– I can explain key terms like persecution, intolerance, resistor, bystander, and perpetrator. – I can explain how/why prejudice can become persecution – I can recognise how propaganda influences people, past and present	– I can empathise with people affected by prejudice and consider how I can respond with kindness and courage
2. LGBT+ Phobia	RR 9	– I can define what is and what is not bullying – I can give examples of LGBT bullying – I can describe the steps that can be taken to challenge LGBT bullying	– I understand the emotional impact of LGBT bullying on both victim and perpetrator
3. Social Injustice and Hate Crimes	RR 10, OSA 3	– I can give examples of social injustice	– I can challenge prejudice and discrimination
4. Mutual Respect and Tolerance	RR 1, RR 2, RR 4, RR 9	– I can define religious intolerance – I can identify historical examples of religious persecution – I can reflect on the positive aspects of religion	– I understand how to show mutual respect and tolerance
5. How can I make a difference?	RR 3, RR 6	– I can make a positive contribution to my community – I recognise that the choices I make will have an impact on my ability to develop my self-confidence and integrity	– I can recognise the benefits of helping others – I understand that taking positive action can support mental wellbeing
6. Assessment		– I understand how respect and equality, or the lack of these, affect relationships – I know I can make a difference (self-efficacy)	– I can take positive action to challenge bullying, prejudice and discrimination – I believe that I can influence what happens to me and can make informed choices

Dreams and Goals Puzzle Map – 12+

Big Question: Can the choices I make now influence my future?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Your Long-Term Goals	RR 3, OSA 11, PS 3	– I can explain the difference between short-term and long-term goals – I can set my own career, personal, academic, and financial goals – I can understand what “grit” means and why it is important for success	– I can identify areas where I may need to expand my skills and how I might do this
2. What money can't buy	PHF 1	– I understand some of the positive and negative roles that money can play in society	– I understand that people have different relationships with money – I understand that money can be a divisive element in relationships and communities – I am able to form my own opinions on moral issues around money
3. Online Safety	RR 1, RR 5, RR 6, OSA 1, OSA 3, PS 2	– I can describe how my activity online can be both positive and negative	– I can identify the steps I can take to protect my online identity and avoid anything that can negatively impact my future aspirations
4. Money and Earnings		– I understand the variations in income across the world	– I understand that money can be a divisive element in relationships and communities – I can make reasoned judgements about spending
5. The price of life		– I can explain why it is important to keep track of spending	– I understand that money can be a divisive element in relationships and communities – I can reflect on the effect money can have on mental health, including my own
6. Assessment	OSA 1, OSA 2, OSA 4, OSA 5, OSA 6, OSA 14, BS 6, BS 11, BS 16, PS 6	– I can explain what sextortion is and how to protect myself online – I can compare different types of bank accounts and how to keep my money	– I can demonstrate responsible decision-making by thoughtfully evaluating online risks

Healthy Me Puzzle Map – 12+

Big Question: Can I become more responsible for my health and happiness?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Supporting myself and my health	BS 2, PHF 2, PHF 3, HE 1, HE 2	– I can describe the actions that can be taken to support good physical health – I can list some factors that help to ensure good health in the longer term	– I can understand my responsibility for my health – I can state some links between physical and emotional health
2. Risks and substances	WO 6, DATV 1, DATV 6	– I can outline what the law says about substance use and possession – I can describe some of the links between substance use, including the effects on mental and physical health	– I am aware of some steps that can be taken to avoid engaging in high-risk behaviour in relation to substance use – I know how I can keep myself safe and well
3. Protecting my physical health	HP 2, HP 4	– I can describe the actions that can be taken to support good physical health – I can list some factors that can positively and negatively affect long term health – I can evaluate which health habits are easier than others to maintain	– I can state some links between dental health and physical and emotional health
4. Vaccination	HP 5	– I can explain the role of vaccinations in preventing illness – I can recall examples of different vaccinations	– I can form my own opinion on whether vaccinations are good for our community
5. Peer pressure and vaping	DATV 3, DATV 7	– I understand the health risks of vaping and why nicotine is harmful – I know the laws around vaping for under 18's and the possible consequences	– I can practice confident ways to say 'no' to peer pressure and make my own choices – I can recognise how peer pressure can have a big influence on emotions and decision making
6. Assessment		– I can describe the actions that can be taken to support good physical and mental health	– I can recognise the importance for taking responsibility for my health

Relationships Puzzle Map – 12+

Big Question: How much should what and who are around us impact our self worth?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Me, Myself and I	RR 3, RR 9, OSA 3, OSA 7, OSA 15, WO 2	– I can recognise when content may be fake, manipulated, or AI-generated. – I can explain how extreme or exaggerated content online can influence confidence, comparison, and self-image. – I can reflect on how to have a healthy relationship with myself.	– I understand that social media can affect both positively and negatively how I feel about myself.
2. Maintaining Relationships	F8, RR 1, RR 3, RR 10, BS 1, PS 3	– I understand that relationships can cause strong feelings and emotions – I understand the features of positive and stable relationships – I understand that all relationships have positive and less positive aspects	– I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised
3. Assertiveness and Staying Safe in Relationships	RR 1, RR 8, RR 10, BS 1, BS 2 BS 16, OSA 4, OSA 5, OSA 6, OSA 14	– I can recognise when to use assertiveness in some of my relationships – I can understand the personal and legal consequences of sexting – I can explain what sextortion is and how it is linked to staying safe online	– I can suggest skills which will keep my relationships happy and healthy – I can apply assertiveness to my relationships when appropriate
4. Staying safe in the physical world	RR 8, BS 2, BS 3, BS 4, BS 11, PS 4, WO 6	– I understand what is meant by control, power balance and coercion in a relationship – I understand that carrying a knife can lead to serious consequences for me and others around me	– I know what a good relationship looks like and how to protect myself from an unhealthy relationship – I know where to seek help if I feel unsafe in a relationship
5. Staying safe in the online world	RR 1, RR 5, OSA 2, OSA 7	– I understand how to use social media appropriately, safely and legally – I can give examples of how personal safety can be compromised online	– I understand some of the emotional risks associated with inappropriate use of social media – I know what to do if I'm worried about my online or offline safety
6. Assessment	RR 2, RR 5	– I can explain what is meant by the term neurodivergent – I can understand how things like noise, space, routines, and communication can affect neurodiverse people. – I can explain why inclusion is important to ensure equality.	– I can show empathy by trying to understand how others might think or feel differently from me. – I can respect people's individual needs, especially when they experience the world in a different way.

Changing Me Puzzle Map – 12+

Big Question: What factors can make an intimate relationship happy and healthier?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Different types of relationship	F 8, RR 1, RR 3, RR 5, BS 3, BS 5, BS 6, ISR 2	- I can highlight different types of close, intimate relationships that people can have - I can explain what happens physically and emotionally when individuals experience physical attraction	- I know that intimate relationships do not have to involve sex - I know some of the positive behaviours seen in healthier, intimate relationships
2. What's in a relationship?	F 8, RR 1, RR 2, RR 3, RR 5, ISR 2	- I understand the positive aspects of having a girlfriend or boyfriend - I can describe some of the behaviours you would expect to find in a healthy romantic relationship	- I can identify what you would seek in a boyfriend/girlfriend relationship - I can compare and contrast the key features of healthier and less healthy romantic relationships
3. Looks and smiles	RR 1, RR 3, RR 5	- I understand the range of feelings associated with attraction - I know where to get information to safely explore feelings about sexuality	I recognise that attraction towards others takes many forms and can change over time
4. Pornography and understanding relationships	RR 5, OSA 1, OSA 6, OSA 8, OSA 11, BS 15, WO 3, PS 4	- I know that pornographic images do not reflect reality - I know how pornography can affect expectations and self-image	- I recognise the role of pornography in society - I understand the negative influence pornography can have on relationships
5. Alcohol	ISR 10, HE 3, DATV 3	- I can list some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex - I know what the law says in relation to sex and alcohol - I can discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol	I can describe the behaviour changes that can occur when people drink alcohol
6. Assessment	RR 1	- I can summarise behaviours and attitudes that could make a relationship healthier or less healthy - I can explain some risks associated with pornography or alcohol use in relation to relationships	I can express my own opinions on relationship issues