



Being Me In My World Puzzle Map - Ages 12-13

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

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social & Emotional Skills Learning Intentions
1. Who Am I?	MWa, MWb	<ul style="list-style-type: none"> - I can appreciate that identities are complex and can change over time - I can appreciate the similarities, differences and diversity of people's identities 	<ul style="list-style-type: none"> - I understand that faith, families, communities and cultures influence identity and can start to identify the influences in my life
2. My 'Family'	MWb	<ul style="list-style-type: none"> - I can understand about collective and individual identities and cultural diversity I understand the influence family has on self-identity 	<ul style="list-style-type: none"> - 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'	RRc, RRh, RRd, MWa	<ul style="list-style-type: none"> - I can define what stereotypes are 	<ul style="list-style-type: none"> - I can 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	FAMg, RRc, MWe	<ul style="list-style-type: none"> - I understand that first impressions can lead to judgements that may be misinformed 	<ul style="list-style-type: none"> - 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	FAMc, FAMd, RRh	<ul style="list-style-type: none"> - I understand that 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 	<ul style="list-style-type: none"> - 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	MWe	<ul style="list-style-type: none"> - I understand how to identify influences and differences and use these positively in my relationships 	<ul style="list-style-type: none"> - I know I have choices in how I respond to the expectations of others



Celebrating Difference Puzzle Map - Ages 12-13

Big Question: How different are we really?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social & Emotional Skills Learning Intentions
1. Prejudice and Discrimination	RRc, RRd, ISb, RRe, RRh, MWe	<ul style="list-style-type: none"> - I can recognise the challenges faced by individuals when trying to make positive change - I can give examples of individuals who have made a positive contribution despite prejudice and discrimination 	<ul style="list-style-type: none"> - I can describe the positive feelings that result from doing something positive
2. Injustice	RRc, RRd, RRh	<ul style="list-style-type: none"> - I can give examples of social injustice in the UK - I can describe what inequality means in the UK 	<ul style="list-style-type: none"> - I can give examples of the benefits of living in a multi-cultural society
3. When Things Go Right	RRa, RRc, MWe,	<ul style="list-style-type: none"> - I can give examples of social injustice 	<ul style="list-style-type: none"> - I can challenge prejudice and discrimination
4. Bullying	RRc, RRe, RRh	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - I can understand and explain the emotional impact of LGBT bullying on both victim and perpetrator
5. How I Can Make a Difference	RRa, RRd, RRe, MWb, MWe, MWf	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - I can recognise the benefits of helping others - I understand that taking positive action can support mental wellbeing
6. Assessment	RRd	<ul style="list-style-type: none"> - I understand how respect and equality, or the lack of these, affects relationships - I know I can make a difference (self-efficacy) 	<ul style="list-style-type: none"> - 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 - Ages 12-13

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

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social & Emotional Skills Learning Intentions
1. Your Goals - Long-term		<ul style="list-style-type: none"> - I know what some of my long-term goals are and how short- and medium- term goals might help me achieve them - I can identify the careers that interest me, the skills I need to develop and how these can be linked to short- term and long-term goals 	<ul style="list-style-type: none"> - I can identify areas where I may need to expand my skills and how I might do this
2. What Money Can't Buy	MWe	<ul style="list-style-type: none"> - I understand some of the positive and negative roles that money can play in society 	<ul style="list-style-type: none"> - 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	OMa, OMb, OMd, OMe, ISa, OMh	<ul style="list-style-type: none"> - I understand the variations in income across the world 	<ul style="list-style-type: none"> - 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	MWe	<ul style="list-style-type: none"> - I can explain why it is important to keep track of spending 	<ul style="list-style-type: none"> - 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	MWc, MWe, ISa	<ul style="list-style-type: none"> - I can explain why it is important to keep track of spending 	<ul style="list-style-type: none"> - 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	MWa, ISa	<ul style="list-style-type: none"> - I understand the choices I make now can affect my future - I know that gambling can become addictive and tell you some of the warning signs 	<ul style="list-style-type: none"> - 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



Healthy Me Puzzle Map - Ages 12-13

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

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social & Emotional Skills Learning Intentions
1. Supporting myself and my health	DATc, DATf, PHb, HEa	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - I can understand my responsibility for my health - I can state some links between physical and emotional health
2. Risks and Substances	DATa, DATb, DATf	<ul style="list-style-type: none"> - I understand what the law says about substance use and possession - I can describe some of the links between substances and exploitation of young people 	<ul style="list-style-type: none"> - 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	PHb, HEa, HPb	<ul style="list-style-type: none"> - I can describe the actions that can be taken to support good physical health - I can list some factors that help ensure good health in the longer term - I can list the factors that can impact negatively on dental health - I can describe the steps that can be taken to keep teeth and gums healthy 	<ul style="list-style-type: none"> - I can state some links between dental health and physical and emotional health
4. Vaccination	HPd	<ul style="list-style-type: none"> - I understand the role of vaccinations and can explain differing views on this 	<ul style="list-style-type: none"> - I can recognise that decisions about my health depend on having access to accurate information
5. Healthy Choices and Peer Pressure	ISRd, MWb	<ul style="list-style-type: none"> - I understand how health can be affected by emotions and know a range of ways to keep myself well and happy 	<ul style="list-style-type: none"> - I understand that how I express my feelings can have a significant impact both on other people and on what happens to me
6. Assessment	MWa	<ul style="list-style-type: none"> - I can describe the actions that can be taken to support good physical and mental health 	<ul style="list-style-type: none"> - I can understand my responsibility for my health



Relationships Puzzle Map - Ages 12-13

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

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social & Emotional Skills Learning Intentions
1. Being in Control of... Myself	OMa, OMb, ISa	- I understand that relationship skills have to be learned and practised, including the one with ourselves	- I understand that social media can affect both positively and negatively how I feel about myself
2. Being in Control of... My Relationships	ISRa, MWa, MWb, FAMa, RRa, RRb, RRd, BSb	- 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. Being in Control of... Personal Space	ISRa, MWa, MWb, FAMa, RRa, RRb, RRd, BSb	- I can define what is meant by personal space and how this varies across my relationships - I can discuss how personal space differs across different cultures	- I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised
4. Staying safe in the physical world	FAMg, RRa, RRd, RRe, RRf, BSa, MWb	- 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	RRa, OMa, OMb, OMc, OMh, OMd	- 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	RRa, RRb, RRd, RRf, ISRd	- I understand that personal space is different for everyone - I can explain what is meant by the term neurodivergent	- I know some ways to make sure that everyone feels included and accepted and that there are different ways of doing this depending on someone's neurodivergence



Changing Me Puzzle Map - Ages 12-13

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

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social & Emotional Skills Learning Intentions
1. Different Types of Relationship	FAMa, FAMb, RRa, RRd, OMd, BSa, ISRa, ISRe, MWa, MWb	<ul style="list-style-type: none"> - I know different types of close, intimate relationships that people can have - I know what happens physically and emotionally when individuals experience physical attraction 	<ul style="list-style-type: none"> - 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?	FAMa, FAME, RRa, RRd, ISRa, ISRa, ISRe, MWa, MWb	<ul style="list-style-type: none"> - 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 healthier romantic relationship 	<ul style="list-style-type: none"> - 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	RRb, ISRa, ISRa, MWa, MWb	<ul style="list-style-type: none"> - I can understand the range of feelings associated with attraction - I know where to get information to safely explore feelings about sexuality 	<ul style="list-style-type: none"> - I recognise that attraction towards others takes many forms and can change over time
4. Pornography and Understanding Relationships	OMa, OMc, OMe, OMf, OMg, MWe	<ul style="list-style-type: none"> - I know that pornographic images do not reflect reality - I know how pornography can impact on expectations and self-image 	<ul style="list-style-type: none"> - I recognise the role of pornography in society - I understand the negative influence pornography can have on relationships
5. Alcohol	ISRa, MWe, DATc	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - I can describe the behaviour changes that can occur when people drink alcohol
6. Assessment	RRb, MWe	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - I can express my own opinions on relationship issues