

Being Me in My World Puzzle Map – 15+

Big Question: Are we in the adult world at 16?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Becoming an Adult	DATV 3	– I can state what ‘being an adult’ means to me – I can give some examples of legislation that affects me at 16	– I can identify things I am looking forward to in adulthood, and things that concern me – I know where to access help and information if I am worried or concerned about anything
2. Relationships and The Law	F 5, F 8, RR 1, OSA 4, OSA 5, OSA 6, BS 3, BS 9, BS 11, BS 12, BS 13, BS 16, ISR 2, PS 4	– I can give examples of legislation that relates to sex and relationships – I know about the legal status of different relationships e.g. marriage, civil partnership, cohabitation – I can explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this	– I can suggest ways to keep myself and others safe in regard to healthy and positive relationships – I know how and where to access advice and support if I am concerned about a sex or relationship matter
3. County Lines	F 8, BS 2, BS 3, BS 9, BS 11, DATV 2, PS 2, PS 3, PS 4, PS 6	– I can give examples of legislation around the possession and supply of drugs and illegal substances – I can assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control	– I can suggest ways to keep myself and others safe – I know how and where to access advice and support if I am concerned about the misuse of power or coercive control
4. Gambling, Gaming and the Illusion of Control	MW 8, WO 4	– I can identify different forms of gambling and gambling-like behaviours in games and apps. – I understand how digital systems, AI, algorithms, and targeted design can encourage risky behaviour. – I can recognise early signs of gambling harm and know where to find support.	– I know how and where to access advice and support if I am concerned about gambling.
5. Emergency situation	BFA 1, BFA 2	– I know the steps to take in an emergency situation including assessment of the situation, making the area safe, giving emergency aid, accessing help – I can apply this knowledge to a range of scenarios where emergency aid may be needed	– I am aware of the feelings I might encounter when faced with an emergency situation and how those requiring my help might feel
6. Assessment	OSA 1, OSA 2, OSA 5, OSA 6, OSA 8, OSA 12, OSA 13	– I know some of the rights, responsibilities and laws that affect me – I can give examples of legislation in reference to online use	– I know how and where to access advice and support if I am concerned about the misuse of technology

Dreams and Goals Puzzle Map – 15+

Big Question: Can I rely on myself to achieve my goals or do I need luck or destiny?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Managing anxiety	MW 2, MW 5, MW 6, PHF 3, HP 6, PS 3	– I know the links between sleep, physical and mental health and learning – I know some ways to help myself manage any feelings over anxiety or overwhelm when or if they occur – I know where I can access further information and support	– I acknowledge that I am in control of changes in my life and appreciate that the decision to implement change can be challenging
2. Money and Budgets	WO 4	– I can identify my financial goals and whether these are realistic – I can tell you the skills and attributes I have or need to develop in order to aim for my financial goals – I am able to budget and understand the possible consequences of debt and gambling on my finances	– I can tell you about some of the financial pressures that come with increasing independence and into adulthood
3. Dream jobs and skill set		– I have ideas about what my dream job might be – I have considered if my dream job might differ from the expectation of others and how I might manage this – I can explain why I may need to change my skill set as my career develops	– I can reflect on my skills and feel proud of who I am
4. Long-term Family Goals	F 1, F 2, F 3, F 7	– I have considered what my long-term family goals might be – I understand what the different legal partnership choices are – I can identify the key skills of successful parenting	– I can reflect on whether my long-term relationship aspirations differ from those expected of me from others, e.g. family or friends – I know how to manage and maintain healthy positive relationships
5. What to do when things go wrong	HP 4	– I can identify some possible barriers to some of my dreams and goals – I can identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met	– I can suggest ways I can build my own resilience to face potential challenges in the future – I can reflect upon people's different responses when goals and aspirations are missed and how they manage/cope with this
6. Assessment		– I can identify different types of technology used in everyday life – I can sort technology into categories based on its function and purpose – I can explain how technology can help people reach different personal goals	– I can reflect on a personal goal and choose a type of technology that could help me achieve it

Healthy Me Puzzle Map – 15+

Big Question: Should relationships, sex and sexual health be discussed more openly?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Staying safe in sexual relationships	RR 3, RR 8, RR 10, BS 1, BS 2, BS 3, ISR 2, ISR 3	– I can discuss the influences that inform decision-making regarding sexual relationships. – I can identify some strategies to help manage the pressure to have sex. – I can explain what consent is in relation to sexual relationships.	– I recognise that my sense of self-worth influences my decision making and that good self-esteem helps me to make better choices for me.
2. Contraception and sexual health	ISR 6, ISR 8, ISR 12, HP 8	– I can outline the choices available in relation to contraception and pregnancy – I know important facts about fertility and pregnancy.	– I understand that there is a range of views and beliefs about contraception and pregnancy and respect that views may differ from my own
3. Reproductive Health and Fertility	ISR 12, DB 1, DB 4	– I know important facts about fertility and reproductive health – I know how hormones can influence many aspects of my health and life – I am aware of the steps I can take to keep healthy	– I understand the responsibilities I have to protect my own health
4. Pregnancy and health	F 7, HP 7	– I know what pregnancy is and how to recognise the signs of pregnancy – I know the importance of healthy behaviours before and during pregnancy – I understand what pregnancy loss is and how to access care and support	– I understand my own feelings and beliefs about pregnancy – I have thought about the implications of having a baby
5. Pregnancy and choice	ISR 7	– I can outline the choices available in relation to pregnancy – I know important facts about pregnancy	– I have considered my own feelings and beliefs about pregnancy and choice – I know that there is a range of views and beliefs about contraception and pregnancy and respect that views may differ from my own
6. Assessment	RR 3	– I can identify the influences that might impact my self-worth and self-identity - I can summarise ways to enhance my self- worth and self-esteem	– I understand that my sense of self-worth influences my decision making and that good self-esteem helps me to make better choices for me

Relationships Puzzle Map – 15+

Big Question: Is it possible to stay true to yourself and be in healthy relationships?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Intimate romantic relationships	F 5, RR 1, RR 3, RR 5, RR 12, OSA 11, ISR 4	– I know that an intimate relationship can move through different stages – I can give examples of how the media portrays expectations of sex and relationships, both positive and negative – I can tell you about my own sexual relationships checklist and what I can do to protect my sexual and reproductive health now, and in the future	– I can judge whether information I receive about intimate sexual relationships can be trusted – I know how to access confidential health and advice about sex and relationships
2. Gender diversity and sexuality	RR 3, RR 9	– I understand some of the terminology and language used surrounding gender and sexuality – I know that sexuality is different from gender identity – I know that for some people, gender identity and sexuality is fluid and for others it is fixed – I know that LGBT+ people are protected by law	– I know how to access support if worried about sexuality or gender issues
3. Coming Out as LGBT+	RR 3, RR 9	– I understand that 'coming out' can be challenging for some LGBT+ people and it is up to them to choose the right time for this – I understand that the media often shows stereotypical LGBT+ people and relationships, and within this community there is diversity which may not always be represented – I know that being LGBT+ is different for each individual and there are many ways someone may express being LGBT+	– I know how to access support and advice about LGBT+ issues – I can empathise with people who are LGBT+
4. Who holds all the cards?	F 8, RR 1, RR 5, RR 7, RR 8, RR 10, BS 3, BS 4, BS 9, BS 16, ISR 11	– I can recognise when there is an imbalance of power within an intimate relationship – I can suggest strategies for managing relationships that are imbalanced, including ending them and reporting them – I can identify the different types of domestic abuse using examples	– I can reflect on the mature and sensitive nature of the topic, using appropriate language
5. Harmful and illegal cultural and social practices	BS 4, BS 13, BS 16	– I know what Female Genital Mutilation (FGM) and breast ironing/ flattening are and why they are illegal – I know how to report crimes such as these	– I understand some of the potential difficulties people can face as a result of certain cultural practices
6. Assessment	F 8, RR 1, RR 8, RR 10, BS 3, BS 4	– I can consider how power in relationships can affect people – I understand issues relating to inclusion, equality and violations of human rights	– I can empathise with people coming to terms with their own identity