

Being Me in My World Puzzle Map – 14+

Big Question: Is managing my online and offline world within my control?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Liberty and Safety in My World	RR 2	– I can list the freedoms I enjoy in society – I can describe what personal freedom means to me – I can identify potential risks to my safety	– I understand that safety and freedoms can differ in other parts of the world – I can compare my freedom and safety to that of people in different parts of the world
2. How I Feel When Things End	F 6, MW 1	– I can describe the stages of grief – I know where to appropriately get help and support with loss and bereavement issues – I can discern which online sources or support in regards to loss/grief are helpful or not	– I understand the range of emotions associated with relationships ending – I understand the behaviours that some people experience as a result of grief, this can be on or off-line – I can identify some of the ways some individuals manage grief and loss
3. How social media affects me, my identity and culture	OSA 8, OSA 12, OSA 13, WO 1, WO 5, WO 7	– I can evaluate the positive and negative role of social media, including the impact on culture and identity – I can understand how social media algorithms work and influence content exposure – I can identify how extremist content spreads online and strategies to counter it	– I can reflect on how social media can impact on safety
4. Rated!	RR 1, OSA 1, OSA 3, OSA 6, OSA 8, WO 2	– I can identify potential threats to online safety – I understand “netiquette” and legislation relating to online safety – I can state decision-making process regarding what you post online	– I can critically assess own online identity
5. Personal Data Sharing - How Risky it is?	OSA 2, OSA 6, OSA 12, OSA 13	– I can identify potential threats to safety in a range of situations on and offline – I can describe actions to mitigate risk in a range of situations – I know how to get help if personal safety is threatened	– I know some strategies for managing my feelings about how my world is changing
6. Assessment	OSA 10, OSA 14, OSA 15, WO 2	– I understand how to stay safe in my online and offline relationships – I understand the importance of thinking critically when using new technology	– I know some strategies for managing on and offline relationships positively

Celebrating Difference Puzzle Map – 14+

Big Question: Does difference result in inequality?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Rights and Responsibilities	OSA 1	– I can explain what the European Convention on Human Rights is and why it was created – I can explain how the Human Rights Act celebrates difference. – I can debate and evaluate whether all people deserve human rights and give reasons for my opinion.	– I can reflect on how respecting other people's rights and responsibilities, helps me to get along with others and make fair choices.
2. Multicultural Society	RR 1, RR 2, RR 3, RR 4, RR 5	– I can explain what a multicultural society is – I can consider the benefits of multi-cultural societies – I can appreciate the differing views and opinions of individuals	– I can explain how being treated unequally can affect a person's physical and mental well-being
3. Equality: What does it mean in the UK?	RR 2, RR 4	– I can define what equality is – I can give examples of disabilities including hidden disabilities – I can give some consequences of not adhering to the Equality Act	– I know of strategies to accept and embrace my individuality – I appreciate other people's individuality and accept them as they are
4. Challenging inequality	RR 2, RR 10	– I can identify individuals and groups that may experience inequality – I can list some organisations that campaign for greater equality – I can describe how some groups and individuals' campaign for equality	– I can explain the physical and mental effects of unequal treatment on individuals
5. Power in relationships	RR 1, RR 7, RR 8, RR 10	– I can identify the misuse of power in relationships – I know the difference between being empowered and disempowered – I can give examples of the physical and mental consequences of misuse of power in relationships	– I can understand and discuss how coercive control can develop
6. Assessment		– I can recall basic facts about the healthcare system in the UK – I can explain what a GP is and how to access one – I can compare the healthcare system in the UK to the USA	– I can form my own opinion, supporting it with evidence.

Dreams and Goals Puzzle Map – 14+

Big Question: Is success only possible when physical and emotional needs are in balance?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Resilience and Relationships	RR 1, RR 3, RR 5, RR 7, PS 3	– I know how the relationships I have can support me reaching my goals – I can respect and nurture the important relationships I have – I can define resilience and identify my areas of strength and areas to improve	– I can identify my main strategies for coping when things don't go according to plan
2. Me, my goals and my health	MW 5, MW 6, PHF 3, HE 1, HP 4	– I can identify the connections between physical health and achieving my goals – I understand the impact that poor mental health could have on my goals – I can consider some steps I could take to ensure my health supports me with my goals	– I can describe how relationships can support people in achieving their goals
3. Social Media and Your Future	RR 1, OSA 1, OSA 2, OSA 3, WO 1	– I can explain how my online behaviour affects how others see me, including potential employers – I understand that the same expectations of respect and responsibility apply online as they do offline – I can make choices to protect my mental health and reputation online	– I can reflect on how my online actions affect others' feelings and my relationships – I can make responsible decisions about what to post to protect my wellbeing and reputation
4. Health and Helping Others	RR 1, OSA 11, PHF 4	– I can explain what blood, organ, and stem cell donation are – I can describe how donation helps save or improve people's lives – I can explain how helping others can support their dreams and goals (e.g. getting well, returning to school, starting a family)	– I can discuss sensitive topics maturely and appropriately, respecting opinions that are different to my own
5. A Healthy Balance	RR 3, RR 5, MW 6, PHF 1, PHF 3, HP 4, HP 6	– I can describe how balance supports mental and physical health – I can identify what I can do to create more balance in my life – I can explain the importance of connections in relation to healthy relationships	– I understand the importance of having balance in my life
6. Assessment	RR 3, RR 9, PS 3	– I understand how relationships and being part of a community can support me and others to achieve our goals	– I know how to make manageable plans for my life and set myself realistic and challenging expectations

Healthy Me Puzzle Map – 14+

Big Question: When it comes to health, to what extent am I in control?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. My health MOT	MW 6, PHF 3	– I understand the range of factors that affect my physical and mental health – I can use new (health-related) information to inform my lifestyle choices	– I recognise that my health choices can affect many aspects of my life
2. Extraordinary bodies	PHF 1, PHF 2, HE 2, HP 4, DB 4	– I can discuss what is cancer and identify some of the common forms of cancer – I can outline a wide range of actions that I can use to enhance and protect my health	– I am aware of the importance of looking after myself and that it is my responsibility to do so
3. Substances and Mental Health	MW 1, MW 4, MW 5, MW 7, MW 9	– I can recall some information about some mental health disorders – I can weigh up the potential risks associated with a range of substances and their impact on mental health	– I can reflect on the importance of looking after my mental health – I can reflect on barriers which could prevent someone from talking about their mental health
4. STIs	BS 14, BS 15, ISR 1, ISR 2, ISR 4, ISR 6, ISR 8, ISR 9, ISR 12, HP 8, HP 9	– I understand that there could be consequences to both myself and my sexual partner if I choose to have unprotected sex – I can outline different sexually-transmitted infections, their symptoms and how they are transmitted and how to get tested	– I can identify some of the options available if I have unprotected sex
5. Safer sex	ISR 6, ISR 8, ISR 9, ISR 12, HP 8, HP 9, DB 3	– I know about the different contraception methods available and that they are important for sexual health and preventing pregnancy – I know that communication about contraception use is important – I know about sex and the law and how to access advice and information about sexual health	– I feel empowered to have meaningful discussions and make an informed decision about contraception if and when needed
6. Assessment	PHF 1, HE 1, HE 2	– I can describe the actions that can be taken to support good physical and mental health	– I can outline why it is important for people to take responsibility for their health including myself

Relationships Puzzle Map – 14+

Big Question: Is love all you need?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Healthier, long-term relationships	F 1, F 3, RR 5, ISR 4	– I can identify types of long-term relationships, including their legal status – I can outline the differences between lust, attraction and attachment in relationships – I can differentiate the elements present in different types of long-term relationships	– I understand the importance of a relationship with self
2. Ending Relationships Safely	RR 1, RR 7, RR 9, RR 11, BS 4, BS 5, BS 10, ISR 11	– I can identify unhealthy behaviours in relationships, including obsessive actions, sexual harassment, and violence. – I can recognise warning signs in toxic relationships and know how to seek help or support safely. – I can understand how to end relationships safely and respectfully when needed.	– I can practise empathy, self-awareness, and respectful communication when discussing difficult relationship situations.
3. Healthy Connections	F 2, F 4, F 7, F 8, RR 1, RR 5, RR 8, BS 2, MW 3	– I understand the benefits of healthier relationships and connection – I can assess the impact healthier relationships can have on children – I can list strategies to cope with difficult relationships	– I can explain how different types of relationships contribute towards happiness
4. Can You Always Believe What You See?	RR 1, RR 9, RR 11, OSA 8, OSA 11, BS 8, BS 14, ISR 5, ISR 11, WO 2, PS 5	– I can critically evaluate the truth or otherwise of a relationship e.g. via social media – I can explain why social media might give a false impression of a relationship – I can discuss the media portrayal of relationships and potential harms this may cause e.g. sensationalisation, reality TV, pornography	– I can describe the negative influence pornography can have on relationships
5. Better Together?	F8, RR 1, RR 3, RR 8, RR 11, BS 3, BS 4, BS 6, BS 8, BS 10, BS 11, ISR 2	– I can identify healthy and unhealthy behaviours in a relationship. – I can explain what stalking and harassment are, understanding that they are a crime. – I know the support available when relationships are unsafe.	– I can discern relationships that may be less healthy.
6. Assessment	F 8, RR 1, RR 8, RR 10, BS 4, BS 11	– I can explain what coercion is and how it might happen in an unhealthy relationship. – I can explain what modern slavery is. – I can explain the link between modern slavery and sex trafficking.	– I can talk about sensitive issues maturely, respecting the ideas and opinions of others.

Changing Me Puzzle Map – 14+

Big Question: Can all change be positive in some way?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Changing society and me	WO 2	– I can identify some of the changes in society that will affect me – I can discuss the emotional impact societal change can have on young people – I can assess the role of media, including social media, on social change	– I understand that change is inevitable and have strategies to manage feelings about this
2. Personal safety on the roads, railways and around water	BS 4, PS 1	– I know how to identify some potential risks to my personal safety in a number of common situations – I can recognise how my increasing independence means I am responsible for considering my own safety – I understand some risks associated with life experiences when no adults are present	– I understand that as I become more independent, I become more responsible for my own well-being and safety
3. Identifying risk and managing personal safety	BS 2, BS 4, ISR 10, ISR 10, DATV 3, PS 1, PS 2, PS 3	– I know how alcohol can affect personal decision making. – I can plan for situations where I need to consider my own safety – I understand some risks associated with life experiences when no adults are present	– I understand that as I become more independent, I become more responsible for my own well-being and safety
4. Stereotypes and exploring relationships	F 3, RR 9	– I can discuss gender and stereotypes in relation to a range of romantic relationships – I can identify and understand the legislation relating to a range of relationships	– I understand the range of emotions individuals can experience in relation to romantic relationships
5. Virginity testing and hymenoplasty	F 5, RR 1, RR 2, RR 9, BS 12, BS 13, ISR 12	– I can define virginity testing and hymenoplasty and explain why these practices take place in certain cultures and the myths/facts associated – I can explain why these practices are classified as human rights violations – I know where to access support if needed	– I can identify that different standards exist for girls/women vs. boys/men regarding virginity and challenge misogynistic attitudes – I can appreciate the complexity of navigating cultural identity whilst upholding human rights
6. Assessment	F 6, MW 1, MW 4, PS 3, DB 1	– I can reflect on physical changes experienced so far – I understand the relationship between physical change, self-esteem and emotional change – I understand the impact of family change and how it can affect future relationships	– I can discuss the difficulties associated with the physical and emotional changes young people can experience – I can describe some of the strategies that can be helpful in managing change and identify sources of support