



Being Me In My World Puzzle Map - Ages 14-15

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

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intention	Social & Emotional Skills Learning Intentions
1. Liberty and Safety in My World	RRd	<ul style="list-style-type: none"> - I can list the freedoms I enjoy in society - I can describe what personal freedom means to me - I can describe my understanding of safety - I can identify potential risks to my safety 	<ul style="list-style-type: none"> - I understand that this can differ in other parts of the world - I can compare my freedom and safety to that of teenagers in different parts of the world
2. How I Feel When Things End	RRa, MWa, MWd	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 offline - I can identify some of the ways some individuals manage grief and loss
3. How Social Media Affects Me, My Identity and Culture	OMa, OMb, OMc, OMd, OMh, MWb, ISa, ISb	<ul style="list-style-type: none"> - I recognise the positive and negative role of social media - I understand the impact social media has on culture and identity - I recognise how online data is used both positively and negatively 	<ul style="list-style-type: none"> - I can reflect on how social media can impact on safety
4. Rated!	RRb, RRe, OMa, OMb, OMc, OMd, OMe, OMg, ISa, ISb	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - I can critically assess own online identity
5. Risk	FAMg, OMb, OMd, OMe, OMh	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - I know some strategies for managing my feelings about how my world is changing
6. Assessment	RRb, MWa, MWb, RRa	<ul style="list-style-type: none"> - I understand how to stay safe in my online and offline relationships 	<ul style="list-style-type: none"> - I know some strategies for managing on and offline relationships, positively



Celebrating Difference Puzzle Map - Ages 14-15

Big Question: Does difference result in inequality?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social & Emotional Skills Learning Intention
1. Equality: What Does it Mean to be Me in the UK?	RRc, RRh	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - I know of strategies to accept and embrace my individuality - I appreciate other people's individuality and accept them as they are
2. Equality in the Workplace	RRc, RRh	<ul style="list-style-type: none"> - I can give examples of job roles that are exempt from the Equality Act - I can give examples of how to promote equality - I know what is expected of me and what I can expect in the workplace 	<ul style="list-style-type: none"> - I know of some strategies to deal with situations that may occur in the workplace
3. Multicultural Society	MWb, RRd	<ul style="list-style-type: none"> - I can explain the benefits of multi-cultural societies - I can appreciate the differing views and opinions of individuals - I can explain some of the physical and mental consequences of unequal treatment of individuals 	<ul style="list-style-type: none"> - I can explain how being treated unequally can affect a person's physical and mental well-being
4. Power in Relationships	RRa, RRb, RRc, RRf, BSa	<ul style="list-style-type: none"> - I can identify the misuse of power in relationships - I can give examples of the physical and mental consequences of misuse of power in relationships - I can list sources of support for individuals experiencing ill treatment by others 	<ul style="list-style-type: none"> - I can understand and discuss how coercive control can develop
5. Challenging Inequality	MWa, MWc, ISb	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - I can explain the physical and mental effects of unequal treatment on individuals
6. Assessment	PHb	<ul style="list-style-type: none"> - I understand how equality and inequality can affect relationships - I recognise some of the ways in which aspects of health can impact on life chances, particularly education - I know how to take responsibility for some aspects of my health and I understand that my health-related decisions will have consequences 	<ul style="list-style-type: none"> - I understand that some people face barriers to better health and I appreciate the challenges that this brings



Dreams and Goals Puzzle Map - Ages 14-15

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

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social & Emotional Skills Learning Intentions
1. Relationships and Goals	RRa, RRb, ISRa, MWb	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - I can identify my main strategies for coping when things don't go according to plan
2. Me, My Goals and My Health	MWf, PHa, PHb	<ul style="list-style-type: none"> - I can identify the connections between physical health and achieving my goals - I can understand the impact that poor mental health can have on my goals - I can consider some steps I could take to ensure my health supports me with my goals 	<ul style="list-style-type: none"> - I can describe how relationships can support people in achieving their goals
3. Work/Life Balance	RRb, OMa, OMb, MWc, MWe, ISa	<ul style="list-style-type: none"> - I understand the issues that may impact on me and my future success, including social media - I understand the importance of balance in all aspects of my life (work, social life, family, etc.) - I can identify realistic and unrealistic goals 	<ul style="list-style-type: none"> - I know some ways to relax and can recognise when I need to take some time out, and also when I need to persevere
4. Relationships and Goals	MWe, MWf, PHa, HEa, HPe	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - I can understand the importance of having balance in my life
5. Health Goals and Other People	MWc, MWe, PHa, PHb, PHc, HEa	<ul style="list-style-type: none"> - I can identify the wide range of goals individuals have - I understand a range of health goals that are priorities for some people - I can explain how helping a stranger can impact positively on people 	<ul style="list-style-type: none"> - I can discuss how I can support someone achieve their health goals
6. Assessment	RRb, PHb	<ul style="list-style-type: none"> - I understand how relationships and being part of a community can support me and others to achieve our goals 	<ul style="list-style-type: none"> - I know how to make manageable plans for my life and set myself realistic and challenging expectations



Healthy Me Puzzle Map - Ages 14-15

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

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social & Emotional Skills Learning Intentions
1. My Health MOT	MWa, HPb, HPc, HPe	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - I recognise that my health choices can affect my emotions
2. Extraordinary Bodies	DATa, DATb, DATc, DATe DATf, PHb, HPc	<ul style="list-style-type: none"> - I can discuss common threats to health, including cardio-vascular disease and cancer and diabetes - I can identify the steps that can be taken to help prevent lifestyle-related ill-health - I understand there is a wide range of actions that I can use to enhance and protect my health 	<ul style="list-style-type: none"> - I am aware of the importance of looking after myself and that it is my responsibility to do so
3. Extraordinary Minds	MWb, MWc, MWd, DATa	<ul style="list-style-type: none"> - I know about some mental health disorders - I understand the positive impact that community action and volunteering can have on mental health - I am aware of the potential risks associated with a range of substances 	<ul style="list-style-type: none"> - I am aware of the importance of looking after my mental health and that it is my responsibility to do so - I can describe a range of actions I can take that support mental health - I understand the links between physical and mental health, including spending time outdoors
4. STIs	ISRi, ISRj, ISRg, HEa	<ul style="list-style-type: none"> - I understand that there could be consequences to both myself and my sexual partner if I choose to have unprotected sex - I know about different sexually-transmitted infections, their symptoms and how they are transmitted and how to get tested 	<ul style="list-style-type: none"> - I know some of the options available if I have unprotected sex
5. Safer Sex	ISRb, ISRf, ISRi, ISRj, HPc, ISRg, ISRi	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - I feel empowered to have meaningful discussions and make an informed decision about contraception if and when needed
6. Assessment	MWa, MWb, HPe	<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 14-15

Big Question: Is love all you need?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social & Emotional Skills Learning Intentions
1. Healthier, Long-Term Relationships	FAMa, FAME, FAMc, FAMd, ISRa, MWa, MWb	<ul style="list-style-type: none"> - I can identify types of long-term relationships, including legal status - I can identify the important elements in long-term relationships - I can discuss what is required to sustain healthy long-term relationships - I know appropriate vocabulary associated with long-term relationships - I can differentiate the elements present in different types of long-term relationships 	<ul style="list-style-type: none"> - I understand the importance of relationship with self
2. Love and Loss	RRa, MWa, MWc, MWe, RRf	<ul style="list-style-type: none"> - I understand the relationship life-cycle - I understand the choices I have in my relationships, including; ending a range of relationships, physical and non-physical relationship choices - I can explain how a range of relationships can be ended including romantic relationships - I understand the consequences of ending relationships including: bullying, revenge pornography, depression, the grief process and how to manage this - I can list sources of help and support for when relationships end including bereavement and divorce, family separation 	<ul style="list-style-type: none"> - I understand relationship choices and support available when things go wrong
3. Healthy Connections	FAMa, FAMb, BSa, FAMc, FAME, RRa, RRb, RRd, BSb, ISRa, ISRb, ISRe, MWa, MWb	<ul style="list-style-type: none"> - I understand the benefits of healthy relationships - I can discuss the physical and mental benefits of connectedness - I can assess the impact healthy relationships can have on children - I can evaluate my own role in a range of relationships - I can critically evaluate the role of love in relationships - I can list strategies to cope with difficult relationships 	<ul style="list-style-type: none"> - I can explain how different types of relationships contribute towards happiness
4. Can you always believe what you see?	OMa, OMb, OMe, OMf, OMg, ISa, ISb	<ul style="list-style-type: none"> - I can critically evaluate the truth or otherwise of a relationship e.g. via social media, "fake news" etc. - I can explain why rumour mongering 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 	<ul style="list-style-type: none"> - I can describe the negative influence pornography can have on relationships
5. Better Together	FAMg, RRr, RRf, RRg, BSa, ISRd, ISRe, MWe	<ul style="list-style-type: none"> - I can list the health benefits that positive relationships can provide - I understand the patterns associated with abusive relationships including exploitation and abuse in teenage relationships - I understand how coercion can feature in a range of relationships and can describe examples of associated legislation - I know the support available when relationships are unsafe 	<ul style="list-style-type: none"> - I can discern relationships that may be less healthy
6. Assessment		<ul style="list-style-type: none"> - I can consider what makes a healthier or less healthy relationship - I know how to get help with relationships if needed 	<ul style="list-style-type: none"> - I can recognise my own emotions and know these help me discern when a relationship is good for me or not



Changing Me Puzzle Map - Ages 14-15

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

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social & Emotional Skills Learning Intentions
1. Changing Society and Me	FAMg, RRd, MWa, MWe, ISa	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - I understand that change is inevitable and have strategies to manage feelings about this
2. Managing Change and Decision Making	FAMg, MWa, MWe	<ul style="list-style-type: none"> - I can identify the feelings associated with change, both positive and negative - I understand the type of decision-maker I am - I can discuss the impact of a range of changes that families can experience, as well as the effect they can have on children/parents/family members 	<ul style="list-style-type: none"> - I can reflect on how I have managed the changes I have faced
3. Identifying Risk and Managing Personal Safety	MWa, DATc	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - I understand that as I become more independent, I become more responsible for my own well-being and safety
4. Stereotypes and Exploring Relationships	FAMa, FAMc, FAMd, FAME, RRb, RRc, RRd, RRh, MWe	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - I understand the range of emotions individuals can experience in relation to romantic relationships
5. Physical and Emotional Changes	RRa, RRb, RRd, MWa, MWc, MWe, CABa, CABb	<ul style="list-style-type: none"> - 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 list sources of help and support in relation to changes young people may have difficulty with 	<ul style="list-style-type: none"> - 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
6. Assessment		<ul style="list-style-type: none"> - I can summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes 	<ul style="list-style-type: none"> - I can stay positive and boost my own self-esteem