



# 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
<b>1. Liberty and Safety in My World</b>	RRd	<ul style="list-style-type: none"> <li>- I can list the freedoms I enjoy in society</li> <li>- I can describe what personal freedom means to me</li> <li>- I can describe my understanding of safety</li> <li>- I can identify potential risks to my safety</li> </ul>	<ul style="list-style-type: none"> <li>- I understand that this can differ in other parts of the world</li> <li>- I can compare my freedom and safety to that of teenagers in different parts of the world</li> </ul>
<b>2. How I Feel When Things End</b>	RRa, MWa, MWd	<ul style="list-style-type: none"> <li>- I can describe the stages of grief</li> <li>- I know where to appropriately get help and support with loss and bereavement issues</li> <li>- I can discern which online sources or support in regards to loss/ grief are helpful or not</li> </ul>	<ul style="list-style-type: none"> <li>- I understand the range of emotions associated with relationships ending</li> <li>- I understand the behaviours that some people experience as a result of grief, this can be on or offline</li> <li>- I can identify some of the ways some individuals manage grief and loss</li> </ul>
<b>3. How Social Media Affects Me, My Identity and Culture</b>	OMa, OMb, OMc, OMd, OMh, MWb, ISa, ISb	<ul style="list-style-type: none"> <li>- I recognise the positive and negative role of social media</li> <li>- I understand the impact social media has on culture and identity</li> <li>- I recognise how online data is used both positively and negatively</li> </ul>	<ul style="list-style-type: none"> <li>- I can reflect on how social media can impact on safety</li> </ul>
<b>4. Rated!</b>	RRb, RRe, OMa, OMb, OMc, OMd, OMe, OMg, ISa, ISb	<ul style="list-style-type: none"> <li>- I can identify potential threats to online safety</li> <li>- I understand "netiquette" and legislation relating to online safety</li> <li>- I can state decision-making process regarding what you post online</li> </ul>	<ul style="list-style-type: none"> <li>- I can critically assess own online identity</li> </ul>
<b>5. Risk</b>	FAMg, OMb, OMd, OMe, OMh	<ul style="list-style-type: none"> <li>- I can identify potential threats to safety in a range of situations on and offline</li> <li>- I can describe actions to mitigate risk in a range of situations</li> <li>- I know how to get help if personal safety is threatened</li> </ul>	<ul style="list-style-type: none"> <li>- I know some strategies for managing my feelings about how my world is changing</li> </ul>
<b>6. Assessment</b>	RRb, MWa, MWb, RRa	<ul style="list-style-type: none"> <li>- I understand how to stay safe in my online and offline relationships</li> </ul>	<ul style="list-style-type: none"> <li>- I know some strategies for managing on and offline relationships, positively</li> </ul>



# 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
<b>1. Equality: What Does it Mean to be Me in the UK?</b>	RRc, RRh	<ul style="list-style-type: none"> <li>- I can define what equality is</li> <li>- I can give examples of disabilities including hidden disabilities</li> <li>- I can give some consequences of not adhering to the Equality Act</li> </ul>	<ul style="list-style-type: none"> <li>- I know of strategies to accept and embrace my individuality</li> <li>- I appreciate other people's individuality and accept them as they are</li> </ul>
<b>2. Equality in the Workplace</b>	RRc, RRh	<ul style="list-style-type: none"> <li>- I can give examples of job roles that are exempt from the Equality Act</li> <li>- I can give examples of how to promote equality</li> <li>- I know what is expected of me and what I can expect in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>- I know of some strategies to deal with situations that may occur in the workplace</li> </ul>
<b>3. Multicultural Society</b>	MWb, RRd	<ul style="list-style-type: none"> <li>- I can explain the benefits of multi-cultural societies</li> <li>- I can appreciate the differing views and opinions of individuals</li> <li>- I can explain some of the physical and mental consequences of unequal treatment of individuals</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain how being treated unequally can affect a person's physical and mental well-being</li> </ul>
<b>4. Power in Relationships</b>	RRa, RRb, RRc, RRf, BSa	<ul style="list-style-type: none"> <li>- I can identify the misuse of power in relationships</li> <li>- I can give examples of the physical and mental consequences of misuse of power in relationships</li> <li>- I can list sources of support for individuals experiencing ill treatment by others</li> </ul>	<ul style="list-style-type: none"> <li>- I can understand and discuss how coercive control can develop</li> </ul>
<b>5. Challenging Inequality</b>	MWa, MWc, ISb	<ul style="list-style-type: none"> <li>- I can identify individuals and groups that may experience inequality</li> <li>- I can list some organisations that campaign for greater equality</li> <li>- I can describe how some groups and individuals' campaign for equality</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain the physical and mental effects of unequal treatment on individuals</li> </ul>
<b>6. Assessment</b>	PHb	<ul style="list-style-type: none"> <li>- I understand how equality and inequality can affect relationships</li> <li>- I recognise some of the ways in which aspects of health can impact on life chances, particularly education</li> <li>- I know how to take responsibility for some aspects of my health and I understand that my health-related decisions will have consequences</li> </ul>	<ul style="list-style-type: none"> <li>- I understand that some people face barriers to better health and I appreciate the challenges that this brings</li> </ul>



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



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



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



# 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
<b>1. Changing Society and Me</b>	FAMg, RRd, MWa, MWe, ISa	<ul style="list-style-type: none"> <li>- I can identify some of the changes in society that will affect me</li> <li>- I can discuss the emotional impact societal change can have on young people</li> <li>- I can assess the role of media, including social media on social change</li> </ul>	<ul style="list-style-type: none"> <li>- I understand that change is inevitable and have strategies to manage feelings about this</li> </ul>
<b>2. Managing Change and Decision Making</b>	FAMg, MWa, MWe	<ul style="list-style-type: none"> <li>- I can identify the feelings associated with change, both positive and negative</li> <li>- I understand the type of decision-maker I am</li> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- I can reflect on how I have managed the changes I have faced</li> </ul>
<b>3. Identifying Risk and Managing Personal Safety</b>	MWa, DATc	<ul style="list-style-type: none"> <li>- I know how to identify some potential risks to my personal safety in a number of common situations</li> <li>- I can recognise how my increasing independence means I am responsible for considering my own safety</li> <li>- I understand some risks associated with life experiences when no adults are present</li> </ul>	<ul style="list-style-type: none"> <li>- I understand that as I become more independent, I become more responsible for my own well-being and safety</li> </ul>
<b>4. Stereotypes and Exploring Relationships</b>	FAMa, FAMc, FAMd, FAME, RRb, RRc, RRd, RRh, MWe	<ul style="list-style-type: none"> <li>- I can discuss gender and stereotypes in relation to a range of romantic relationships</li> <li>- I can identify and understand the legislation relating to a range of relationships</li> </ul>	<ul style="list-style-type: none"> <li>- I understand the range of emotions individuals can experience in relation to romantic relationships</li> </ul>
<b>5. Physical and Emotional Changes</b>	RRa, RRb, RRd, MWa, MWc, MWe, CABa, CABb	<ul style="list-style-type: none"> <li>- I can reflect on physical changes experienced so far</li> <li>- I understand the relationship between physical change, self-esteem and emotional change</li> <li>- I understand the impact of family change and how it can affect future relationships</li> <li>- I can list sources of help and support in relation to changes young people may have difficulty with</li> </ul>	<ul style="list-style-type: none"> <li>- I can discuss the difficulties associated with the physical and emotional changes young people can experience</li> <li>- I can describe some of the strategies that can be helpful in managing change</li> </ul>
<b>6. Assessment</b>		<ul style="list-style-type: none"> <li>- I can summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes</li> </ul>	<ul style="list-style-type: none"> <li>- I can stay positive and boost my own self-esteem</li> </ul>