



# Being Me In My World Puzzle Map - Ages 15-16

## 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. Becoming An Adult</b>		<ul style="list-style-type: none"> <li>- I can state what 'being an adult' means to me</li> <li>- I can give some examples of legislation that affects me at 16</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify things I am looking forward to in adulthood, and things that concern me</li> <li>- I know where to access help and information if I am worried or concerned about anything</li> </ul>
<b>2. Relationships and the Law</b>	FAMa, FAMc, FAMd, FAME, RRb, RRC, RRf, BSa	<ul style="list-style-type: none"> <li>- I can give examples of legislation that relates to sex and relationships</li> <li>- I know about the legal status of different relationships e.g marriage, civil partnership, co-habitation</li> <li>- I can explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this</li> </ul>	<ul style="list-style-type: none"> <li>- I can suggest ways to keep myself and others safe in regard to healthy and positive relationships</li> <li>- I know how and where to access advice and support if I am concerned about a sex or relationship matter</li> </ul>
<b>3. The Law and You</b>	RRh, DATa, DATb, BSa	<ul style="list-style-type: none"> <li>- I can give examples of legislation around the possession and supply of drugs, tobacco and other substances</li> <li>- I can assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control</li> </ul>	<ul style="list-style-type: none"> <li>- I can suggest ways to keep myself and others safe in regard to alcohol and substances</li> <li>- I know how and where to access advice and support if I am concerned about the misuse of power or coercive control</li> </ul>
<b>4. Me, the Internet and the Law</b>	ISa, ISb	<ul style="list-style-type: none"> <li>- I can give examples of legislation in reference to online activity</li> <li>- I can assess the impact of illegal online activity and misuse of technology on a range of people</li> <li>- I can explain why pornography is legislated against and the potential consequences of viewing pornography</li> </ul>	<ul style="list-style-type: none"> <li>- I know how and where to access advice and support if I am concerned about the misuse of technology</li> </ul>
<b>5. Emergency Situation</b>	BFAa, BFAb	<ul style="list-style-type: none"> <li>- I know the steps to take in an emergency situation including assessment of the situation, making the area safe, giving emergency aid, accessing help</li> <li>- I can apply this knowledge to a range of scenarios where emergency aid may be needed</li> </ul>	<ul style="list-style-type: none"> <li>- I am aware of the feelings I might encounter when faced with an emergency situation and how those requiring my help might feel</li> </ul>
<b>6. Assessment</b>		<ul style="list-style-type: none"> <li>- I know some of the rights, responsibilities and laws that affect me</li> </ul>	<ul style="list-style-type: none"> <li>- I acknowledge that I can accept or reject influences in my life to be a responsible citizen</li> </ul>



# Dreams and Goals Puzzle Map - Ages 15-16

**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 & Emotional Skills Learning Intentions
<b>1. Managing Anxiety and Overwhelm</b>	MWa, MWc, MWd, MWf, PHa, HPe	<ul style="list-style-type: none"> <li>- I know the links between sleep, physical and mental health and learning</li> <li>- I know some ways to help myself manage any feelings over anxiety or overwhelm when or if they occur</li> <li>- I know where I can access further information and support</li> </ul>	<ul style="list-style-type: none"> <li>- I acknowledge that I am in control of changes in my life and appreciate that the decision to implement change can be challenging</li> </ul>
<b>2. Money and Debt</b>	MWe	<ul style="list-style-type: none"> <li>- I can identify my financial goals and whether these are realistic in the short or longer term</li> <li>- I know the skills and attributes I have or need to develop in to aim for my financial goals</li> <li>- I am able to budget and understand the possible consequences of debt</li> <li>- I know where to find sources of support for people in debt or have a gambling problem</li> <li>- I understand the risks associated with gambling as an answer to debt or financial pressures</li> </ul>	<ul style="list-style-type: none"> <li>- I can tell you about some of the financial pressures that come with increasing independence and into adulthood</li> </ul>
<b>3. Dreams Jobs and Skill Set</b>		<ul style="list-style-type: none"> <li>- I have ideas about what my dream job might be</li> <li>- I have considered if my dream job might differ from the expectation of others and how I might manage this</li> <li>- I can explain why I may need to change my skill set as my career develops</li> </ul>	<ul style="list-style-type: none"> <li>- I can reflect on my skills and feel proud of who I am</li> </ul>
<b>4. My Future Relationships</b>	FAMa, FAMb, FAMc, FAMd, FAME, FAMf, MWb	<ul style="list-style-type: none"> <li>- I have considered what my long term family goals might be</li> <li>- I understand what the different legal partnership choices are</li> <li>- I understand that parenting presents challenges and opportunities</li> <li>- I can identify the key skills of successful parenting</li> </ul>	<ul style="list-style-type: none"> <li>- I can reflect on whether my long term relationship aspirations differ from those expected of me from others e.g. family or friends, and how I can manage this to maintain healthy positive relationships</li> </ul>
<b>5. What to do When Things Go Wrong</b>	FAMg, RRb, MWe	<ul style="list-style-type: none"> <li>- I can identify some possible barriers to some of my dreams and goals</li> <li>- I can identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met</li> </ul>	<ul style="list-style-type: none"> <li>- I can suggest ways I can build my own resilience to face potential challenges in the future</li> <li>- I reflect upon people's different responses when goals and aspirations are missed and how they manage/cope with this</li> </ul>
<b>6. Assessment</b>		<ul style="list-style-type: none"> <li>- I understand what I need to do to achieve successful health, relationships and life-goals</li> </ul>	<ul style="list-style-type: none"> <li>- I know how to develop skills and relationships that will help me achieve my goals</li> </ul>



# Healthy Me Puzzle Map - Ages 15-16

## 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. Self-worth</b>	MWc, ISRd, BSa, MWf, PHa, HPe	<ul style="list-style-type: none"> <li>- I understand the influences that inform decision-making with regard to sexual relationships</li> <li>- I can explain the links between sleep and physical/mental health</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> </ul>
<b>2. Staying Safe in Sexual Relationships</b>	RRg, BSa, ISRb, ISRd, BSb, ISRe, MWa	<ul style="list-style-type: none"> <li>- I understand the influences that inform decision making with regard to sexual relationships</li> <li>- I know some strategies to help manage the pressure to have sex</li> <li>- I understand what consent is in relation to sexual relationships</li> </ul>	<ul style="list-style-type: none"> <li>- I recognise that there are different views about sexual relationships and my own may be different from others</li> </ul>
<b>3. Hormonal Health</b>	ISRb, ISRc, ISRI, HPc	<ul style="list-style-type: none"> <li>- I know key facts about fertility and pregnancy</li> <li>- I know how hormones can influence many aspects of my health and life</li> <li>- I am aware of the steps I can take to keep healthy</li> </ul>	<ul style="list-style-type: none"> <li>- I understand the responsibilities I have to protect my own health</li> </ul>
<b>4. Contraception and Sexual Health</b>	ISRb, ISRc, ISRd, ISRf, ISRI, ISRi, ISRj	<ul style="list-style-type: none"> <li>- I understand the choices available in relation to contraception and pregnancy</li> <li>- I know key facts about fertility and pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>- I have an understanding of my own feelings and beliefs about pregnancy and choice</li> <li>- I understand that there are a range of views and beliefs about contraception and pregnancy and respect that views that differ from my own</li> </ul>
<b>5. Pregnancy and Choice</b>	ISRg, ISRh, ISRI, FAMf	<ul style="list-style-type: none"> <li>- I understand the choices available in relation to pregnancy</li> <li>- I know key facts about pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>- I understand my own feelings and beliefs about pregnancy and choice</li> <li>- I understand that there are a range of views and beliefs about contraception and pregnancy and respect that views may differ from my own</li> </ul>
<b>6. Assessment</b>		<ul style="list-style-type: none"> <li>- I can summarise ways people can stay healthy physically, mentally and sexually</li> <li>- I can think about how health and healthy choices change as people get older</li> </ul>	<ul style="list-style-type: none"> <li>- I can reflect on my own learning about health</li> </ul>



# Relationships Puzzle Map - Ages 15-16

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

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social & Emotional Skills Learning Intentions
<b>1. Intimate Romantic Relationships</b>	FAMa, FAMb, RRb, BSb, ISRa, ISRd, ISRe, MWa, MWb, ISRj	<ul style="list-style-type: none"> <li>- I know that an intimate relationship can move through different stages</li> <li>- I can give examples of how the media portrays expectations of sex and relationships, both positive and negative</li> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- I can judge whether information I receive about intimate sexual relationships can be trusted</li> <li>- I know how to access confidential health and advice about sex and relationships</li> </ul>
<b>2. Gender Diversity and Sexuality</b>	RRc, RRd, RRe, RRh	<ul style="list-style-type: none"> <li>- I understand some of the terminology and language used surrounding gender and sexuality</li> <li>- I know that sexuality is different from gender diversity</li> <li>- I know that for some people, gender identity and sexuality is fluid and for others it is fixed</li> <li>- I know that LGBT+ people are protected by law</li> </ul>	<ul style="list-style-type: none"> <li>- I can empathise with those with those are LGBT+</li> <li>- I know how to access support if worried about sexuality or gender issues</li> </ul>
<b>3. Coming Out as LGBT+</b>	FAMg, RRc, RRd, RRe, RRh	<ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> <li>- I know that being LGBT+ is different for each individual and there are many ways someone may express being LGBT+</li> </ul>	<ul style="list-style-type: none"> <li>- I can empathise with people who are LGBT+</li> </ul>
<b>4. Who Holds All the Cards?</b>	RRa, RRe, ISRd, MWc, MWe, RRf, RRg	<ul style="list-style-type: none"> <li>- I can recognise when there is an imbalance of power within an intimate relationship</li> <li>- I can suggest strategies for managing relationships that are imbalanced, including ending them if appropriate</li> <li>- I know how to recognise illegal behaviour within an intimate relationship, how and where to report it</li> </ul>	<ul style="list-style-type: none"> <li>- I understand that for some young people a lack of understanding, information or support can lead them towards risky sexual relationships</li> </ul>
<b>5. Harmful and Illegal Cultural and Social Practices</b>	RRf, RRg, BSa	<ul style="list-style-type: none"> <li>- I know what Female Genital Mutilation (FGM) and breast ironing/ flattening are and why they are illegal</li> <li>- I know how to report crimes such as these</li> </ul>	<ul style="list-style-type: none"> <li>- I understand some of the potential difficulties people can face as a result of certain cultural practices</li> </ul>
<b>6. Assessment</b>		<ul style="list-style-type: none"> <li>- I can consider how power in relationships can affect people</li> <li>- I understand issues relating to inclusion, equality and violations of human rights</li> </ul>	<ul style="list-style-type: none"> <li>- I can empathise with people coming to terms with their own identity</li> </ul>