



Being Me In My World Puzzle Map - Ages 11-12

Big Question: How do I fit into the world I live in?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social & Emotional Skills Learning Intentions
1. Who Am I?	MWa	- I can recognise that identity is affected by a range of factors	- I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)
2. My Influences	FAMg, MWb, MWa, MWe	- I can understand that identity is affected by a range of factors	- I can identify what influences my life
3. Peer Pressure and Belonging	ISRd	- I understand how peer pressure operates within groups	- I can achieve an appropriate level of independence from others while maintaining positive relationships with them
4. My Online Identity	OMa, OMb, OMc, OMd, OMe, OMh, MWe, ISa, FAMg	- I can recognise how I present myself online	- I understand how my online identity can affect what others think and feel about me
5. What Are the Consequences of What I Say and Do Online?	OMb, MWb, OMc, OMd, OMg, RRa, RRb, FAMg	- I understand what can influence my behaviour online	- I understand that what I say and do online can have consequences for myself and others
6. Assessment	ISb, MWe, MWb, RRb, OMa, OMd	- I can maintain positive on and offline relationships	- I understand that what I say and do online can have consequences for myself and others



Celebrating Difference Puzzle Map - Ages 11-12

Big Question: Do we need to feel 'the same as' to belong?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social & Emotional Skills Learning Intentions
1. Prejudice and Discrimination	RRb, RRd, RRe, MWa	<ul style="list-style-type: none"> - I know how I can challenge prejudice and discrimination assertively - I can be assertive when appropriate - I can identify what is important to me and what I expect from myself 	<ul style="list-style-type: none"> - I know how I can challenge prejudice and discrimination assertively - I can be assertive when appropriate - I can identify what is important to me and what I expect from myself
2. Bubbles of influence	RRc, RRb, MWa	<ul style="list-style-type: none"> - I can challenge my own and others' attitudes and values, and accept difference in others 	<ul style="list-style-type: none"> - I can see the world from other people's points of view and take account of their intentions, preferences and beliefs - I know I have choices in how I allow others to influence me
3. Challenging Stereotypes	RRb, RRc, RRd	<ul style="list-style-type: none"> - I can understand the wide range of roles in society and the variety of individuals that operate within them - I understand what stereotyping means and its potential impact - I can define stereotyping and explain why it is unhelpful 	<ul style="list-style-type: none"> - I know that I am a unique individual, and I can think about myself and others on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)
4. Human Rights and Protected Characteristics	RRc, RRd, RRe, RRh, MWb	<ul style="list-style-type: none"> - I can challenge prejudice and discrimination assertively - I know what the United Nations Universal Declaration of Human Rights is and how it protects people - I know what the Equality Act is and can give some examples of protected characteristics 	<ul style="list-style-type: none"> - I understand the impact of bullying, prejudice and discrimination on those involved and can think through how this can be alleviated - I can take others' thoughts and feelings into account in how I manage my relationships - I know where and how to get help if I am on the receiving end of bullying, prejudice or discrimination (local and national sources of help)
5. Bullying	RRb, RRd, RRe, MWa	<ul style="list-style-type: none"> - I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours 	<ul style="list-style-type: none"> - I can recognise the benefits of helping others - I understand that taking positive action can support mental wellbeing
6. Assessment	MWb	<ul style="list-style-type: none"> - I understand how respect impacts on relationships 	<ul style="list-style-type: none"> - I can take positive action to challenge bullying, prejudice and discrimination - I believe that I can influence what happens to me and can make informed choices



Dreams and Goals Puzzle Map - Ages 11-12

Big Question: Can my choices affect my dreams and goals?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social & Emotional Skills Learning Intentions
1. What Are My Dreams and Goals	MWe	- I can identify my dreams and goals and recognise that these may change over time	- I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them
2. Achieving My Dreams and Goals	MWe	- I can identify some of the skills that may benefit my future, including employment	- I know how to bring about change in myself and others
3. I understand how respect impacts on relationships	MWe	- I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour	- I can anticipate and plan to work around or overcome potential obstacles - I can identify barriers to achieving a goal and identify how I am going to overcome them
4. How responsible or risky choices can affect a person's dreams or goals	MWe	- I can explain how responsible choices enable me to move towards my dreams and goals - I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals	- I understand that an irresponsible or unsafe choice could affect my dreams and goals
5. How making risky or unsafe choices can affect someone's dreams and goals	FAMg	- I can give an example of when a risky or unsafe choice could affect a person's dreams and goals	- I understand that a risky or unsafe choice could affect my dreams and goals
6. Assessment	MWe	- I understand that the choices I make affect my relationships, health and future	- I can take responsibility for my life, believe that I can influence what happens to me and make wise choices
7. First Aid (optional)	BFAa, BFAb	- I can demonstrate how to respond to a situation requiring first aid	- I understand that staying calm can help me to make good choices in an emergency situation



Healthy Me Puzzle Map - Ages 11-12

Big Question: To what extent am I responsible for my mental and physical health?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social & Emotional Skills Learning Intentions
1. Mindfulness	MWa, MWc, MWe, PHa	- I understand how health can be affected by emotions and know a range of ways to keep myself well and happy	- I can describe techniques I use to manage my emotions - I understand that how I express my feelings can have a significant impact both on other people and on what happens to me
2. Nutrition and Exercise	MWe, MWf, PHa	- I understand how physical activity can help combat stress - I understand the positive impact of healthy lifestyle choices such as good nutrition, exercise on my body and mind	- I can explain why everyone needs to take responsibility for their health
3. Sleep	MWc, MWe, HPe	- I understand the positive impact of healthy lifestyle choices such as good sleep on my body and mind	- I can explain why good sleep is important and how it can have an impact on my physical and mental well-being
4. Stress	MWc, MWd	- I can explain ways to help myself when I feel stressed - I recognise when I feel stressed, and the triggers associated with this	- I can describe techniques I use to manage my emotions
5. Choices	MWe, HPd, DATA	- I know about different substances and the effects they have on the body and why some people use them - I understand that I can make choices about my own lifestyle including sleep and nutrition	- I know what makes me feel good and know how to enjoy myself (e.g., to feel calm, elated, energised, focused, engaged, have fun, etc.) in ways that are not damaging to myself and others
6. Assessment	HPe, PHb, PHa	- I can summarise some key things I can do to sustain my wellbeing	- I can express my emotions and empathise with others



Relationships Puzzle Map - Ages 11-12

Big Question: What can make a relationship healthier or less healthy?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social & Emotional Skills Learning Intentions
1. Qualities of healthier relationships	FAMa, RRa, RRb, RRd, ISRa, MWb	<ul style="list-style-type: none"> - I can identify characteristics and benefits of positive, strong, supportive, relationships - I understand what expectations might be of having a romantic relationship - I understand what is meant by consent 	<ul style="list-style-type: none"> - I understand/recognise the range of positive qualities people bring to relationships - I understand why respect for the other person's wishes is important in relationships
2. My Changing Supportive Relationships	FAMa, RRa, RRb, RRd, ISRa, MWb, MWe	<ul style="list-style-type: none"> - I can identify the supportive relationships in my life - I know that relationships can change and suggest how to manage this 	<ul style="list-style-type: none"> - I understand/recognise the characteristics of some of the supportive relationships in my life - I can recognise that my emotions and feelings can change regularly
3. Getting On and Falling Out	MWe, ISb, ISRd	<ul style="list-style-type: none"> - I can identify why people sometimes fall out - I can suggest ways to manage conflict within my friendship group 	<ul style="list-style-type: none"> - I can identify emotions that can be associated with falling out
4. Discerning External Factors in Relationships	RRa, RRb, OMa, OMb, BSa, MWe, ISa, ISb, OMc, OMd	<ul style="list-style-type: none"> - I can understand that discernment is an important skill when being a consumer of media 	<ul style="list-style-type: none"> - I can understand discernment and how it is important in relationships
5. Assertiveness in Relationships	RRa, RRb, RRd, ISb, OMa, OMb, BSb, OMc	<ul style="list-style-type: none"> - I can recognise when to use assertiveness in some of my relationships - I can understand the personal and legal consequences of sexting 	<ul style="list-style-type: none"> - I can suggest skills which will keep my relationships happy and healthy - I can apply assertiveness to my relationships when appropriate
6. Assessment	RRa, OMa, ISRd, MWb, MWe, ISa	<ul style="list-style-type: none"> - I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy 	<ul style="list-style-type: none"> - I can explain my understanding of respect and authenticity



Changing Me Puzzle Map - Ages 11-12

Big Question: Do I stay the same when things around me change?

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social & Emotional Skills Learning Intentions
1a. Puberty	CABa, CABb	<ul style="list-style-type: none"> - I can understand the changes that happen to someone's body during puberty - I can understand how some of the changes that happen during puberty can affect my feelings and emotions 	<ul style="list-style-type: none"> - I can express how I feel about the changes that happen during puberty, and that people develop at different rates, and what to do if I am concerned
1b. Puberty Alternative		<ul style="list-style-type: none"> - I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally 	
2. Having a Baby	CABa, CABb, ISRI, ISRg, ISRc	<ul style="list-style-type: none"> - I know how a baby is conceived naturally - I know that there are other ways a baby can be conceived, e.g. IVF - I understand how a baby develops inside the uterus and is born 	<ul style="list-style-type: none"> - I can express the different feelings and choices that people may have and make about conception, pregnancy and having a baby - I can appreciate that a baby comes with responsibilities
3. Types of Relationships and Their Impact	FAMa, FAMb, FAMc, FAME, FAMf, ISRa, ISRb, ISRh, MWb	<ul style="list-style-type: none"> - I know there are different types of committed stable relationships and that some people may choose to have children or not - I can make links between positive, healthy family relationships and effective parenting - I can identify some of the roles and responsibilities of being a parent 	<ul style="list-style-type: none"> - I can understand that stable intimate relationships can be linked to happiness
4. Image and Self-Esteem	RRc	<ul style="list-style-type: none"> - I know that the media can have a positive or negative impact on a person's self-esteem or body image - I know where to go for help if I am worried about my body image or self-esteem 	<ul style="list-style-type: none"> - I understand how self-image is linked to self-esteem - I can apply strategies to build my self-esteem
5. My Changing Feelings	RRd, MWb, ISa, HPe	<ul style="list-style-type: none"> - I know about some of the changes in my brain during puberty - I am aware of some of the emotional changes during puberty - I know where to access support if I am worried about adolescence 	<ul style="list-style-type: none"> - I know some ways to support myself and others during times of 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 understand ways to stay positive and boost my self-esteem
7. My Body, My Rights	BSa	<ul style="list-style-type: none"> - I understand ways to stay positive and boost my self-esteem 	<ul style="list-style-type: none"> - To be able to identify who to ask for help and advice about myself or a friend, even if it something that is hard to talk about