



Being Me In My World Puzzle Map - Ages 12-13

Big Question: Can I choose how I fit into the world?

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Who am I?	MWa, MWb	<p>I can appreciate that identities are complex and can change over time</p> <p>I can appreciate the similarities, differences and diversity of people's identities</p>	<p>I understand that faith, families, communities and cultures influence identity and can start to identify the influences in my life</p>
2. My 'family'	MWb	<p>I can understand about collective and individual identities and cultural diversity</p> <p>I understand the influence family has on self-identity</p>	<p>I can make sense of what has happened in my life and understand the influences from my own history and how they have shaped my self-identity, including those I've chosen to reject</p>
3. 'Family Factors'	RRc, RRh	<p>I can define what stereotypes are</p>	<p>I can listen actively to other people</p> <p>I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations of, for example, my family</p>



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4. The power of first impressions	FAMg, RRc, MWe	I understand that first impressions can lead to judgements that may be misinformed	<p>I understand that I can make accurate and inaccurate assumptions about my own and others' identities</p> <p>I understand that I can make choices about the influences I accept as part of my personal identity</p>
5. Faith and beliefs	FAMc, FAMd, RRh	<p>I understand that that there is a range of beliefs within any community and I can recognise the beliefs I hold as important to me</p> <p>I can appreciate that people's faiths and beliefs can affect their personal identity</p>	<p>I can see the world from other people's points of view and understand their beliefs</p> <p>I respect people's right to hold their own views and beliefs</p>
6. Assessment	MWe	I understand how to identify influences and differences and use these positively in my relationships	I know I have choices in how I respond to the expectations of others



Celebrating Difference Puzzle Map - Ages 12-13

Big Question: How different are we really?

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Prejudice and Discrimination	RRc, RRd, ISb, RRe, RRh, MWe	<p>I can recognise the challenges faced by individuals when trying to make positive change</p> <p>I can give examples of individuals who have made a positive contribution despite prejudice and discrimination</p>	I can describe the positive feelings that result from doing something positive
2. Inequality	RRc, RRd, RRh	<p>I can give examples of social injustice in the UK</p> <p>I can describe what inequality means in the UK</p>	I can give examples of the benefits of living in a multi-cultural society
3. When things go right	RRa, RRc, MWb, MWe,	I can give examples of social injustice	I can challenge prejudice and discrimination



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4. Bullying	RRc, RRe, RRh	<p>I can define what is and what is not bullying</p> <p>I can give examples of LGBT bullying</p> <p>I can describe the steps that can be taken to challenge LGBT bullying</p>	<p>I can understand and explain the emotional impact of LGBT bullying on both victim and perpetrator</p>
5. How I can make a difference	RRa, RRd, RRe, MWb, MWe, MWf	<p>I can make a positive contribution to my community</p> <p>I recognise that the choices I make will have an impact on my ability to develop my self-confidence and integrity</p>	<p>I can recognise the benefits of helping others</p> <p>I understand that taking positive action can support mental wellbeing</p>
6. Assessment	MWa	<p>I understand how respect and equality, or the lack of these, affects relationships</p> <p>I know I can make a difference (self-efficacy)</p>	<p>I can take positive action to challenge bullying, prejudice and discrimination</p> <p>I believe that I can influence what happens to me and can make informed choices</p>



Dreams & Goals Puzzle Map - Ages 12-13

Big Question: Can the choices I make now influence my future?

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Your goals - long-term		<p>I know what some of my long-term goals are, how I can achieve them, and how my short- and medium-term goals might help me do that</p> <p>I can identify the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals</p>	<p>I can identify areas where I may need to expand my skills and how I might do this</p>
2. What money can't buy	MWc, MWe	<p>I understand some of the positive and negative roles that money can play in society</p>	<p>I understand that people have different relationships with money</p> <p>I understand that money can be a divisive element in relationships and communities</p> <p>I am able to form my own opinions on moral issues around money</p>



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
3. Online Safety	OMa, OMb, OMd, OMe, ISa	I can describe how my activity online can be both positive and negative	I can identify the steps I can take to protect my online identity and avoid anything that can negatively impact my future aspirations
4. Money and Earnings	MWe	I can explain why it is important to keep track of spending	I understand that money can be a divisive element in relationships and communities
5. The price of life	MWc, MWe	I can explain why it is important to keep track of spending I understand the variations in income across the world	I can make reasoned judgements about spending I can reflect on the effect money can have on emotional and mental health, including my own
6. Assessment	MWe, ISa	I understand that choices I make now can affect my future I know that gambling can become addictive and tell you some of the warning signs	I understand that money can be a divisive element in relationships and communities and can be a reason why people gamble



Healthy Me Puzzle Map - Ages 12-13

Big Question: Can I become more responsible for my health and happiness?

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Me and My Health	MW _a , MW _f , PH _a , HP _b , HP _b , PH _b , HE _a , HP _e	<p>I can describe the actions that can be taken to support good physical health</p> <p>I can list some factors that help ensure good health in the longer term</p> <p>I can list the factors that can impact negatively on dental health</p> <p>I can describe the steps that can be taken to keep teeth and gums healthy</p>	<p>I can understand my responsibility for my health</p> <p>I can state some links between dental health and physical and emotional health</p>
2. Healthy choices on... managing stress	MW _a , MW _c , MW _d , PH _b	<p>I understand how health can be affected by emotions and know a range of ways to keep myself well and happy</p> <p>I can recognise when I feel stressed and the triggers associated with this</p>	<p>I understand that how I express my feelings can have a significant impact both on other people and on what happens to me</p> <p>I know some things do to help manage my emotions and reduce stress</p>
3. Healthy choices on... substances	DA _{Ta} , DA _{Tb} , DA _{Tc} , DA _{Tf}	<p>I know about different substances and the effects they have on the body and why some people use them</p>	<p>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</p>
4. Substance misuse and exploitation	DA _{Ta} , DA _{Tb} , DA _{Tc} , DA _{Tf}	<p>I understand what the law says about substance use and possession</p> <p>I can describe some of the links between substances and exploitation of young people</p>	<p>I am aware of some steps that can be taken to avoid engaging in high risk behaviour in relation to substance use</p>



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5. Healthy choices on... medicines and immunisation	HPd	I understand the role of medicines and can explain differing views on this	I can recognise that decisions about my health depend on having access to accurate information
6. Assessment	MWa	I can summarise some key things I can do to sustain my health and happiness in the face of stress I can show I understand how and when the influence of others could be harmful to my health and happiness	I can recognise and manage stressful situations



Relationships Puzzle Map - Ages 12-13

Big Question: Because I'm worth it... or am I?

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Being in control of... myself	OMa, OMb, ISa	<p>I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised</p> <p>I understand that social media can both positively and negatively affect how I feel about myself</p>	I know some things I can do to manage the impact of how social media makes me feel about myself
2. Being in control of... my relationships	ISRa, MWa, MWb, FAMa, RRa, RRb, RRd, RRf, BSb	<p>I understand that relationships can cause strong feelings and emotions</p> <p>I understand the features of positive and stable relationships</p> <p>I understand that all relationships have positive and less positive aspects</p>	I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised
3. Being in control of... personal space	RRa	<p>I can define what is meant by personal space and how this varies across my relationships both online and offline</p> <p>I can discuss how personal space differs across different cultures</p>	<p>I understand etiquette and manners in relation to privacy both online and offline</p> <p>I know some steps that can be taken if my personal space, privacy or both are being threatened</p>
4. Managing Control and Coercion in Relationships	FAMg, RRa, RRd, RRe, RRf, BSa, MWb	I understand what is meant by control, power balance and coercion in a relationship	I know what a good relationship looks like and how to protect myself from an unhealthy relationship



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
5. Being in control of... social media	RRa, OMa, OMb, OMc, OMh, BSa	<p>I understand how to use social media appropriately, safely and legally</p> <p>I can give examples of how personal safety can be compromised online</p>	<p>I understand some of the emotional risks associated with inappropriate use of social media</p> <p>I know what to do if I'm worried about my online or offline safety</p>
6. Assessment	RRa, RRb, RRd, RRf, ISRd	<p>I can summarise the differences between a healthy, positive relationship and a coercive one</p>	<p>I can empathise with people experiencing negative or difficult relationships</p>



Changing Me Puzzle Map - Ages 12-13

Big Question: What factors can make an intimate relationship happy and healthy?

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Different types of relationship	FAMa, FAMb, RRa, RRd, OMd, BSa, a, ISRb, ISRe, MWa, MWb	<p>I know different types of close, intimate relationships that people can have</p> <p>I know what happens physically when individuals experience physical attraction</p> <p>I know how to discuss the positive aspects of a range of different types of personal relationships that adults may have and the possible impact on children</p>	<p>I know that intimate relationships do not have to involve sex</p> <p>I know some of the things that might happen emotionally when individuals experience physical attraction</p> <p>I know some of the positive behaviours people exhibit in healthy intimate relationships</p>
2. What's in a relationship?	FAMa, FAMb, FAME, RRa, RRd, OMd, ISRa, ISRb, ISRe, MWa, MWb	<p>I understand the positive aspects of having a girlfriend or boyfriend</p> <p>I can describe some of the behaviours you would expect to find in a healthy romantic relationship</p>	<p>I can identify what you would seek in a boyfriend/girlfriend relationship</p> <p>I can compare and contrast the key features of healthy and unhealthy romantic relationships</p>
3. Looks and smiles	OMa, ISRb, MWa, MWb,	<p>I can understand the range of feelings associated with attraction</p> <p>I know where to get information to safely explore feelings about sexuality</p>	<p>I recognise that attraction towards others takes many forms and can change over time to help manage them</p>



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4. Does watching pornography help people to understand relationships?	FAMg, OMa, OMc, OMe, OMf, OMg, MWe, ISa	I know that pornographic images do not reflect reality I know how pornography can impact on expectations and self-image	I recognise the role of pornography in society I understand the negative influence pornography can have on relationships
5. Alcohol and Risk	OMd, ISRk, MWe, DATc	I can list some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex I know what the law says in relation to sex and alcohol I can discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol	I can describe the behaviour changes that can occur when people drink alcohol
6. Assessment	RRb,, MWe	I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy I can explain some risks associated with pornography or alcohol use in relation to relationships	I can express my own opinions on relationship issues