



Being Me In My World Puzzle Map - Ages 13-14

Big Question: To what extent does the world I live in affect my identity?

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Expectations and perceptions of relationships	FAMg, RRa, RRb, RRd, RRf, BSa, ISRa	I understand that different people have different expectations of intimate relationships and know how to access support if worried about a relationship issue	I have an understanding of my own expectations of intimate relationships
2. Peer Approval	RRe, RRf, BSa	I can explain peer approval and how it can cause problems I can describe what grooming is and give examples	I have strategies to help me manage my peer group relationships
3. 'Family Factors'	OMa, OMb, ISRd, ISRk, ISRI, MWa, ISa, ISb, DATa, DATb, DATc	I can suggest links between risky behaviour choices and the influence of social groups I know that I can accept or reject influences	I know where to access help and advice if I am concerned about a risky situation in my life



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
4. Being 'me' in a group	RRa, RRb, RRd	<p>I can identify differences between myself and others in my social groups</p> <p>I can explain how differences can be a source of conflict or a reason to celebrate</p>	I can manage differences of opinion within my social groups to maintain positive and safe relationships
5. Consent	RRa, RRf, BSb, ISRa, MWa	<p>I can explain the links between having a positive self-identity and healthy intimate relationships</p> <p>I understand what consent means for me within my peer and intimate social groups</p> <p>I know how to report abusive or coercive behaviour</p>	I can explain how negative self-identity and low self-esteem can contribute towards risky behaviour
6. Assessment	RRb, MWa, MWb	I understand how the choices I make can be linked to my self-identity and self-esteem, and how this can affect my health and relationships	I feel confident about re-assessing my own and others' behaviour and choices



Celebrating Difference Puzzle Map - Ages 13-14

Big Question: Is being different a good thing?

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Equality	FAMg, RRc, RRe, RRh	<p>I can give examples of different types of prejudice and discrimination</p> <p>I can explain how the Equality Act has protected characteristics and why these are important</p> <p>I can distinguish between 'banter' and sexist, LGBT-phobic and racist language</p> <p>I know where to report bullying</p> <p>I understand the legal consequences of bullying and hate crime</p>	<p>I can empathise with people who are discriminated against</p>
2. Understanding difference	RRc, RRh, MWa, MWc	<p>I can explain why some people can display sexist and ageist behaviour</p> <p>I understand the complexities associated with gender identity</p> <p>I can challenge my own and others' attitudes towards difference in relation to sexism, ageism and gender identity</p>	<p>I understand why fear can lead us to judge others negatively</p>
3. The power of positive language	RRa, MWb, MWb, MWc	<p>I can identify positive and negative language and can recognise my own language style</p>	<p>I can recognise that my language choices can affect other people and their views of me</p> <p>I understand that negative language can be damaging to mental health</p>



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
4. Bullying	RRc, RRe, OMa, OMb, OMd, MWa, MWc, MWe, ISa, ISb	<p>I understand that there are different types of bullying (verbal, physical, online)</p> <p>I know what to do if I encounter bullying</p> <p>I can give examples of workplace bullying</p>	I appreciate the short- and long- term effects and consequences of bullying on everyone involved including impact on mental health
5. Discrimination	RRd, RRf	<p>I understand about protected characteristics and how everyone has the responsibility to challenge discrimination</p> <p>I understand that there are some inequalities in the world</p>	I know some ways that I can protect myself from discrimination and some ways that I can challenge inequalities
6. Assessment	RRb, RRd	I understand how prejudice, discrimination and bullying can arise and how these can affect mental health	I know some ways that I can protect myself from the prejudices that I might encounter in my life



Dreams & Goals Puzzle Map - Ages 13-14

Big Question: Who do I dream of becoming?

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. My personal strengths	MWa	<p>I can identify my personal strengths</p> <p>I can identify some health goals I would like to achieve</p>	I can identify personal strengths I would like to improve
2. The power of planning		I can produce a SMART plan and know how to apply it to support my life and learning	I am aware of the importance of planning in order to achieve my goals
3. My dreams for my life	RRd, MWa	I am able to accept helpful feedback and reject unhelpful criticism	I know that some dreams and goals in life are not associated with financial gain
4. Mental health and illness	RRd, RRh, MWa, MWc, MWe, ISa	<p>I know the difference between mental health and mental ill-health</p> <p>I can consider factors that can contribute to a person's mental ill health</p> <p>I know how to access support if I am worried about a mental health issue</p>	I understand that stigma about mental ill health is unhelpful



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
5. Media manipulation and mental health	RRc, ISRd, MWc, MWd, Mwe, ISa	<p>I can understand how media manipulation can be involved in a person's mental ill-health</p> <p>I can understand how and why some media is manipulated</p> <p>I can consider how self-esteem can be affected by the media positively and negatively</p> <p>I know where to access help if worried about a mental health concern</p>	<p>I can consider how some mental ill health issues such as self-harm, eating disorders, anxiety and depression can be linked to low self-esteem</p>
6. Assessment	MWe	<p>I understand my own mental health and how to recognise signs of mental ill-health in myself and others</p>	<p>I know ways to include mental health as part of a healthy lifestyle</p>



Healthy Me Puzzle Map - Ages 13-14

Big Question: How can substances impact on wellbeing?

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Making healthier choices	MWa, PHb, HPe	<p>I know that the majority of people my age make healthy lifestyle choices</p> <p>I understand that there are misperceptions about the health choices of people my age</p>	<p>I have the confidence to make healthy choices that are right for me and can form my own opinions</p>
2. Alcohol	ISRk, DATa, DATc, DATd	<p>I understand the physical and emotional effects of alcohol and how it can affect decision-making</p> <p>I know what the law says about alcohol</p>	<p>I feel confident about making my own decisions about my lifestyle choices</p>
3. Using substances (including smoking)	DATa, DATf	<p>I understand the physical and emotional effects of certain substances and how they can affect decision-making</p> <p>I know some facts about drug classification and what the law says about possession and supply of drugs</p>	<p>I feel confident about making my own decision about my lifestyle choices</p>
4. Life-saving skills	DATa, DATc, BFAb	<p>I know about the recovery position and how to contact emergency services</p> <p>I know what to do in an emergency situation involving substances</p>	<p>I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen</p>



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
5. Effects of substances	DATA, DATe	I understand some of the physiological and psychological effects of substance misuse and the impact of illegal substances on society and individuals	I know how to access support if concerned about substances
6. Assessment	DATA, DATc	I can summarise some of the risks associated with substance use and the laws relating to these. I can express why some people choose to use different substances and my own thinking relating to such choices.	I can express my opinion and stand up for myself when necessary



Relationships Puzzle Map - Ages 13-14

Big Question: Can relationships ever be equal?

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Power in relationships	FAMb, RRa, ISRa, MWb	<p>I can recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship</p> <p>I understand the features of positive, stable, intimate relationships</p>	<p>I know how to access help if an intimate relationship makes me uncomfortable, or is putting me at risk</p> <p>I know that my adolescence is normal for me</p>
2. Assertiveness and saying no	RRa, RRc, RRf, ISRb, ISRd, ISRe, ISRI, MWa	<p>I understand that I have a choice in many situations, including when I want to say no</p> <p>I know and can use some assertiveness skills to help me manage a range of circumstances</p> <p>I understand that consent is a vital feature of a sexual relationship</p> <p>I know about sex and the law</p>	<p>I can be assertive when appropriate</p> <p>I know how to access help if I'm worried about a relationship</p>
3. Porn - is it real?	OMb, OMe, OMf, OMg, BSa, ISa	<p>I understand that pornography and some media images give a false impression of sex and sexual relationships</p> <p>I can challenge stereotypical ideas of 'ideal' males and females</p> <p>I know about sex and the law as applied to online and social media</p>	<p>I am reassured that my adolescence is normal for me</p>



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
4. Contraception	FAMb, RRf, BSa, BSb, ISRb, ISRc, ISRf, ISRI	<p>I know about the different contraception methods available</p> <p>I know that contraception is important for sexual health as well as preventing a pregnancy</p> <p>I know that communication and negotiation about contraception use is important</p> <p>I understand that information and facts are vital in making an informed choice about contraception if and when needed</p> <p>I know how to access advice and information about sexual health</p> <p>I know about sex and the law</p>	I feel empowered to make an informed decision about contraception if and when needed
5. Consequences of unprotected sex	ISRb, ISRh, ISRI, ISRj, ISRI	<p>I understand that there are consequences if I choose to have unprotected sex</p> <p>I know about different sexually transmitted infections</p> <p>I know about sexual health clinics and how to access help and support if I have unprotected sex</p>	I know some of the options available if I have unprotected sex
6. Assessment	ISRb, ISRD	I can consider the risks and consequences of becoming sexually active	I can think through how I feel about what is right for me in relationships



Changing Me Puzzle Map - Ages 13-14

Big Question: How can change affect mental health?

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Mental health	RRc, MWc, MWd, MWe, PHa, PHb	<p>I know that my mental health can be affected by different situations and experiences</p> <p>I know about some common mental health issues</p> <p>I can challenge stigma about mental health issues</p> <p>I know where to access support if I am worried about my mental health</p>	I appreciate that the people in my life may have a range of different views and opinions
2. Change and our emotions	MWa, MWe, CABb	<p>I know that change can trigger a range of emotional responses</p> <p>I know that some changes can be more difficult to manage than others</p> <p>I know that going through change can develop resilience</p>	I can suggest ways I can manage change in my life
3. Better sleep	MWf, PHa, PHb, HPe	<p>I know that sleep is important for psychological and physical reasons</p> <p>I know that sleep is important for my mental health</p> <p>I know that sleep is important for learning</p>	I acknowledge that I am in control of changes in my life and appreciate that the decision to implement change can be challenging
4. Resilience	MWa, MWe	<p>I understand what resilience means</p> <p>I understand how resilience can developed</p>	I can reflect on skills that I could improve to enhance my resilience



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
5. Resilience	CABa, CABb	<p>I can reflect on the changes that my body and brain have undergone since starting puberty</p> <p>I can consider the changes yet to come and how to manage these</p> <p>I know where to access support if I am worried about an aspect of change in my life</p>	<p>I understand that some change is inevitable</p>
6. Assessment		<p>I can summarise how different types of change can affect mental health and know some strategies to stay resilient</p>	<p>I can change manage change positively and know where to get help if I need it</p>