



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

### Big Question: Are we in the adult world at 16?

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. Becoming an adult</b>		<p>I can state what 'being an adult' means to me</p> <p>I can give some examples of legislation that affects me at 16</p>	<p>I can identify things I am looking forward to in adulthood, and things that concern me</p> <p>I know where to access help and information if I am worried or concerned about anything</p>
<b>2. Relationships and the law</b>	FAMa, Fb, FAMc, FAMd, FAME, RRb	<p>I can give examples of legislation that relates to sex and relationships</p> <p>I know about the legal status of different relationships e.g marriage, civil partnership, co-habitation</p> <p>I can explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this</p>	<p>I can suggest ways to keep myself and others safe in regard to healthy and positive relationships</p> <p>I know how and where to access advice and support if I am concerned about a sex or relationship matter</p>
<b>3. The law and you</b>	RRf, RRh, BSb, DATa, DATb	<p>I can give examples of legislation around the possession and supply of drugs, tobacco and other substances</p> <p>I can explain the legal consequences of breaching the Equality Act</p> <p>I can assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control</p>	<p>I can suggest ways to keep myself and others safe in regard to alcohol and substances</p> <p>I know how and where to access advice and support if I am concerned about the misuse of power or coercive control</p>



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<b>4. Me, the internet and the law</b>	RRf, OMa, OMb, OMc, OMd, OMe, OMf, OMg, OMh, ISa, ISb	<p>I can give examples of legislation in reference to online activity</p> <p>I can assess the impact of illegal online activity and misuse of technology on a range of people</p> <p>I can explain why pornography is legislated against and the potential consequences of viewing pornography</p>	I know how and where to access advice and support if I am concerned about the misuse of technology
<b>5. Emergency situation</b>	BFAa, BFAb,	<p>I know the steps to take in an emergency situation including assessment of the situation, making the area safe, giving emergency aid, accessing help</p> <p>I can apply this knowledge to a range of scenarios where emergency aid may be needed</p>	I am aware of the feelings I might encounter when faced with an emergency situation and how those requiring my help might feel
<b>6. Assessment</b>		I know some of the rights, responsibilities and laws that affect me	I acknowledge that I can accept or reject influences in my life to be a responsible citizen



## Dreams & 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 and Emotional Skills Learning Intentions
<b>1. Managing anxiety and overwhelm</b>	MWa, MWc, MWd, MWf, PHa, HPe	<p>I know of some ways to help me manage any anxiety I may feel now and in the future</p> <p>I know of some ways to help me manage when I feel overwhelmed</p> <p>I know where I can access further information and support</p> <p>I know the links between sleep, physical and mental health and learning</p>	<p>I acknowledge that I am in control of changes in my life and appreciate that the decision to implement change can be challenging</p>
<b>2. Money and debt</b>	MWe	<p>I can identify my financial goals and whether these are realistic in the short or longer term</p> <p>I can tell you the skills and attributes I have or need to develop in order to aim for my financial goals</p> <p>I am able to budget and understand the possible consequences of debt and sources of support for people in debt or have a gambling problem</p> <p>I understand the risks associated with gambling as an answer to debt or financial pressures</p>	<p>I can tell you about some of the financial pressures that come with increasing independence and into adulthood</p>
<b>3. Dream jobs and skill set</b>	RRa	<p>I can identify what my dream job might be</p> <p>I can tell you if my dream job differs from the expectations of my family or friends and if so, how I can manage this to maintain positive relationships</p> <p>I can explain why I may need to change my skill-set as my career develops</p>	<p>I can reflect on my skills and feel proud of who I am</p>



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<p><b>4. My future relationships</b></p>	<p>FAMa, FAMb, FAMc, FAMd, FAME, FAMf, FAMg, HMWb</p>	<p>I can tell you what my dreams and goals are in relation to long- term intimate commitments including my choice to raise a family or not</p> <p>I can tell you about the choices available to me in terms of different legal arrangements in a relationship status e.g marriage, civil partnership and the difference between them</p> <p>I can explain the challenges and opportunities of becoming a parent</p> <p>I can identify key skills of successful parenting</p> <p>I can reflect on an appropriate time to start a family and the positive conditions within my relationships and lifestyle that I believe are essential to raising children successfully e.g. financial stability, support networks etc.</p>	<p>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</p>
<p><b>5. What to do when things go wrong</b></p>	<p>FAMg, RRb, OMd, MWe</p>	<p>I can identify some possible barriers to some of my dreams and goals</p> <p>I can identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met</p>	<p>I can suggest ways I can build my own resilience to face potential challenges in the future</p> <p>I reflect upon people's different responses when goals and aspirations are missed and how they manage/cope with this</p>
<p><b>6. Assessment</b></p>		<p>I understand what I need to do to achieve successful health, relationships and life-goals</p>	<p>I know how to develop skills and relationships that will help me achieve my goals</p>



## Healthy Me Puzzle Map - Ages 15-16

**Big Question: Should relationships, sex and sexual health be discussed more openly?**

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. Relaxation and managing stress</b>	MWc, MWd	<p>I know some ways to help me manage anxiety and stress</p> <p>I know some ways to relax</p> <p>I can explain the links between sleep and physical/ mental health</p>	<p>I know how I can prepare for my exams to help improve my concentration and manage any stress /anxiety</p>
<b>2. Hygiene and health</b>	ISRb, ISRf, ISRI, ISRj, MWa, HPC	<p>I am aware of the steps I can take to keep healthy including self-examination</p> <p>I understand the preventative steps that can be taken to reduce the chance of contracting STIs</p> <p>I have knowledge of the treatment available for STIs</p>	<p>I understand the responsibilities I have to protect my own health and others' health</p>
<b>3. Under pressure</b>	BSa, BSb, ISRb, ISRd	<p>I understand the influences that inform decision making with regard to sexual relationships.</p> <p>I know some strategies to help manage sexual pressure</p> <p>I understand what consent is in relation to sexual relationships</p>	<p>I recognise that there are different views about sexual relationships and my own may be different from others</p>



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<b>4. Pregnancy and choice</b>	ISRb, IS Rc, IS Rg, IS Rh, IS RI	<p>I understand the choices available in relation to contraception and pregnancy</p> <p>I know key facts about fertility and pregnancy</p>	<p>I have an understanding of my own feelings and beliefs about pregnancy and choice</p> <p>I understand that there are a range of views and beliefs about contraception and pregnancy and respect that views that differ from my own</p>
<b>5. Staying safe in sexual relationships</b>	RRg, BSa, IS Rb, IS Rd, IS Rk, IS RI	<p>I understand the range of risks to physical and mental health associated with unhealthy sexual relationship</p> <p>I know some things I can do to avoid high risk situations in relation to sex</p>	<p>I am aware that I should be treated with respect in all of my relationships including sexual relationships</p> <p>I know that ending unhealthy relationships is often necessary to protect mental and physical health</p>
<b>6. Assessment</b>		<p>I can summarise ways people can stay healthy when they are sexually active</p> <p>I can explain choices relating to pregnancy and where to go for advice and support concerning sexual and reproductive health</p>	<p>I can express my own thoughts about what constitutes a healthy, safe relationship</p>



## 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 and Emotional Skills Learning Intentions
<b>1. Intimate romantic relationships</b>	FAMa, FAMb, RRb, BSb, ISRa, ISRd, ISRe, ISRI, MWa, MWb	<p>I know that an intimate relationship can move through different stages and how behaviour may change according to the stage</p> <p>I can give examples of how the media can sometimes portray unrealistic expectations of sex and relationships</p> <p>I can tell you some of positive and negative connotations of sex and where these might come from</p> <p>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</p>	<p>I can judge whether information I receive about intimate sexual relationships can be trusted</p> <p>I know how to access confidential health and advice about sex and relationships</p>
<b>2. Gender diversity and sexuality</b>	RRc, RRd, RRe, RRh	<p>I can explain there is a spectrum of gender and sexuality</p> <p>I know that sexuality is different from gender diversity</p> <p>I know that for some people, gender identity and sexuality is fluid and for others it is fixed</p> <p>I know that LGBT+ people are protected by law</p>	<p>I can empathise with those with those are LGBT+</p> <p>I know how to access support if worried about sexuality or gender issues</p>



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<p><b>3. Coming Out as LGBT+</b></p>	<p>FAMg, RRc, RRd, RRe, RRh, OMa, OMd, ISa, ISb</p>	<p>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</p> <p>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</p> <p>I know that being LGBT+ is different for each individual and there is no 'normal' way of being or expressing being LGBT+</p>	<p>I know how to access support and advice about LGBT+ issues</p> <p>I can empathise with people who are LGBT+</p>
<p><b>4. Who holds all the cards?</b></p>	<p>RRa, RRe, ISRd, MWc, MWe</p>	<p>I can recognise when there is an imbalance of power within an intimate relationship</p> <p>I can suggest strategies for managing relationships that are imbalanced, including ending them if appropriate</p> <p>I know how to recognise illegal behaviour within an intimate relationship, how and where to report it</p>	<p>I understand that for some young people (straight and LGBTQ) lack of understanding, information or support can lead them towards risky sexual experimentation which is a different form of power imbalance in relationships</p>
<p><b>5. The last taboos</b></p>	<p>RRf, RRg, BSa</p>	<p>I can explain why honour-based violence and forced marriage is unacceptable and illegal</p> <p>I can give examples of honour-based violence</p> <p>I know what FGM and breast ironing is, and why it is illegal</p> <p>I can give examples of hate crimes against LGBT+ people and explain why this is unacceptable and illegal</p> <p>I know how to report honour-based crimes or hate crime against LGBTQ+ people</p>	<p>I understand the difficulties some people might face as a result of the cultural group they belong to</p>



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>6. Assessment</b>		I can consider how power in relationships can affect people I understand issues relating to inclusion, equality and violations of human rights	I can empathise with people coming to terms with their own identity