



Being Me In My World Puzzle Map - Ages 14-15

Big Question: Is managing my online and offline world within my control?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Liberty and safety in my world	<p>I can list the freedoms I enjoy in society</p> <p>I can describe what personal freedom means to me</p> <p>I can describe my understanding of safety</p> <p>I can identify potential risks to my safety</p>	<p>I understand that this can differ in other parts of the world</p> <p>I can compare my freedom and safety to that of teenagers in different parts of the world</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>www.youtube.com/watch?v=VO7oS8PqkJY&</p> <p>Human Rights Act cards</p> <p>Human Rights Violation case study cards</p> <p>Jigsaw Journals</p>
2. How I feel when things end	<p>I can describe the stages of grief</p> <p>I know where to appropriately get help and support with loss and bereavement issues</p> <p>I can discern which online sources or support in regards to loss/ grief are helpful or not</p>	<p>I understand the range of emotions associated with relationships ending</p> <p>I understand the behaviours that some people experience as a result of grief, this can be on or offline</p> <p>I can identify some of the ways some individuals manage grief and loss</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>Anonymous question box</p> <p>www.youtu.be/h-qFkRaPRYY</p> <p>Leaflets/posters of local grief support services</p> <p>Jigsaw Journals</p>
3. How social media affects me, my identity and culture	<p>I recognise the positive and negative role of social media e.g. challenge culture vs environmental campaigns and awareness-building</p> <p>I understand the impact social media has on culture and identity</p> <p>I recognise how online data is used both positively and negatively</p> <p>I can compare social media usage across different societies</p>	<p>I can reflect on how social media can impact on safety</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>Debate help sheets</p> <p>Internet access for students</p> <p>Materials for infographic activity</p> <p>Jigsaw Journals</p>



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4. Rated!	<p>I can identify potential threats to online safety</p> <p>I understand “netiquette” and legislation relating to online safety</p> <p>I can state decision-making process regarding what you post online</p>	<p>I can critically assess own online identity</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>Resources for You’ve Been Rated! activity</p> <p>Jigsaw Journals</p>
5. Risk	<p>I can identify potential threats to safety in a range of situations on and offline</p> <p>I can describe actions to mitigate risk in a range of situations</p> <p>I know how to get help if personal safety is threatened</p>	<p>I know some strategies for managing my feelings about how my world is changing</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>How risky is it? (Handout sheet)</p> <p>www.youtube.com/watch?v=e_UQ0QTnZjl</p> <p>https://www.youtube.com/watch?v=SIFybM0x4_M</p> <p>www.youtube.com/watch?v=P629TojpvDU</p> <p>Jigsaw Journals</p>
6. Assessment	<p>I understand how to stay safe in my online and offline relationships</p>	<p>I know some strategies for managing on and offline relationships, positively</p>	<p>Jigsaw Chime</p> <p>www.youtube.com/watch?v=CTufwCG8Xeg</p> <p>Jigsaw Charter</p> <p>PowerPoint Slides</p> <p>Workbook pages</p> <p>Jigsaw Journals</p>



Celebrating Difference Puzzle Map - Ages 14-15

Big Question: Does difference result in inequality?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Equality: what does it mean to me in the UK?	<p>I can define what equality is</p> <p>I can give examples of disabilities including hidden disabilities</p> <p>I can give some consequences of not adhering to the Equality Act</p>	<p>I know of strategies to accept and embrace my individuality</p> <p>I appreciate other people's individuality and accept them as they are</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Equality success stories (printed copies - optional)</p> <p>Jigsaw Journals</p>
2. Equality in the workplace	<p>I can give examples of job roles that are exempt from the Equality Act</p> <p>I can give examples of how to promote equality</p> <p>I know what is expected of me and what I can expect in the workplace</p>	<p>I know of some strategies to deal with situations that may occur in the workplace</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Rights and responsibilities in the workplace quiz – one sheet per pair</p> <p>Case studies in the workplace - one per small group</p> <p>Jigsaw Journals</p>
3. Multicultural Society	<p>I can discuss a range of individuals that make up society</p> <p>I can explain the benefits of multi-cultural societies</p> <p>I can appreciate the differing views and opinions of individuals</p> <p>I can explain some of the physical and mental consequences of unequal treatment of individuals</p>	<p>I can explain how being treated unequally can affect a person's physical and mental well-being</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Inequality table</p> <p>Jigsaw Journals</p>



Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
4. Power in relationships	<p>I can identify the misuse of power in relationships</p> <p>I can give examples of the physical and mental consequences of misuse of power in relationships</p> <p>I can list sources of support for individuals experiencing ill-treatment by others</p>	<p>I can understand and discuss how coercive control can develop</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Changing you, changing me template</p> <p>Jigsaw Journals</p>
5. Challenging inequality	<p>I can identify individuals and groups that may experience inequality</p> <p>I can list some organisations that campaign for greater equality</p> <p>I can describe how some groups and individuals' campaign for equality</p>	<p>I can explain the physical and mental effects of unequal treatment on individuals</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Unequal Treatment Table</p> <p>Jigsaw Journals</p>
6. Assessment	<p>I understand how equality and inequality can affect relationships</p> <p>I recognise some of the ways in which aspects of health can impact on life chances, particularly education</p> <p>I know how to take responsibility for some aspects of my health and I understand that my health-related decisions will have consequences</p>	<p>I understand that some people face barriers to better health and I appreciate the challenges that this brings</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint Slides</p> <p>Jigsaw Journals</p> <p>Workbook page</p> <p>9-point solutions template</p>



Dreams & Goals Puzzle Map - Ages 14-15

Big Question: Is success only possible when physical and emotional needs are in balance?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Relationships and goals	<p>I can describe the relationships in my life that will support me in reaching my goals</p> <p>I can assess how I can respect and nurture the important relationships in my life</p> <p>I can define what resilience is and identify both my areas of strength and where I need to keep working</p>	<p>I can identify my main strategies for coping when things don't go according to plan</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Brick wall template - printed, one per student</p> <p>Resilience SWOT analysis template - printed, one per student</p> <p>Post-It Notes</p> <p>Jigsaw Journals</p>
2. Me, my goals and my health	<p>I can identify the connections between physical health and achieving my goals</p> <p>I can understand the impact that poor mental health can have on my goals</p> <p>I can consider some steps I could take to ensure my health supports me with my goals</p>	<p>I can describe how relationships can support people in achieving their goals</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Mental Health template</p> <p>Jigsaw Journals</p>
3. Work/life balance	<p>I understand the issues that may impact on me and my future success, including social media</p> <p>I understand the importance of balance in all aspects of my life (work, social life, family, etc.)</p> <p>I can identify realistic and unrealistic goals</p>	<p>I know some ways to relax and can recognise when I need to take some time out, and also when I need to persevere</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Wheel of life template</p> <p>TED talk: www.ted.com/talks/nigel_marshall_how_to_make_work_life_balance_work?language=en (optional)</p> <p>TED talk: www.ted.com/talks/alain_de_botton_a_kinder_gentler_philosophy_of_success?language=en (optional)</p> <p>Extra mindfulness practice (optional)</p> <p>Jigsaw Journals</p>



Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
4. A Healthy Balance	<p>I can describe how balance supports mental and physical health</p> <p>I can identify what I can do to create more balance in my life</p> <p>I can explain the importance of connections in relation to healthy relationships</p>	<p>I can understand the importance of having balance in my life</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Work/Life template</p> <p>Jigsaw Journals</p>
5. A Healthy Balance	<p>I can identify the wide range of goals individuals have</p> <p>I can understand a range of health goals that are priorities for some people</p> <p>I can explain how helping a stranger can impact positively on people</p>	<p>I can discuss how I can support someone achieve their health goals</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Jigsaw Journals</p>
6. Assessment	<p>I understand how relationships and being part of a community can support me and others to achieve our goals</p>	<p>I know how to make manageable plans for my life and set myself realistic and challenging expectations</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint Slides</p> <p>Jigsaw Journals</p> <p>Workbook page</p> <p>www.youtube.com/watch?v=8cCiqbSJ9fg</p>



Healthy Me Puzzle Map - Ages 14-15

Big Question: When it comes to health, to what extent am I in control?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. My health MOT	<p>I understand the range of factors that affect my physical and mental health</p> <p>I can use new (health-related) information to inform my lifestyle choices</p>	<p>I recognise that my health choices can affect my emotions</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Health quiz, one per student</p> <p>Complete the stats on mental health - one sheet per student</p> <p>Jigsaw Journals</p>
2. What protects my health?	<p>I understand there is a wide range of actions that I can use to enhance and protect my health</p>	<p>I understand that the people I surround myself with can have an effect on my health</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Jigsaw Journals</p>
3. Extraordinary bodies	<p>I appreciate how complex my body is and that it needs to be looked after well, now and in the future</p> <p>I am aware of the potential risks associated with a range of substances including prescribed and over-the-counter drugs</p>	<p>I am aware of the importance of looking after myself and that it is my responsibility to do so</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Access to websites/apps</p> <p>Jigsaw Journals</p>
4. Extraordinary minds	<p>I know about some mental health disorders</p> <p>I understand the positive impact that community action and volunteering can have on mental health</p>	<p>I am aware of the importance of looking after my mental health and that it is my responsibility to do so</p> <p>I understand the links between physical and mental health, including spending time outdoors.</p> <p>I can describe a range of actions I can take that support mental health</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Jigsaw Journals</p>



Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
5. Diseases, treatments and lifestyle choices	<p>I can discuss common threats to health, including cardio-vascular disease and cancer and diabetes</p> <p>I can identify the steps that can be taken to help prevent lifestyle-related ill-health</p> <p>I have knowledge of future health challenges to society including: epidemics, pandemics, antibiotic resistance</p> <p>I understand the availability and limitations of advanced medical techniques including: stem cell therapy, organ donation</p>	<p>I can reflect on how I feel about these health issues</p>	<p>Sorting sheet - printed, one per student</p> <p>Materials/equipment for healthier lifestyle guide</p> <p>Access to internet/library for Research hub activity resources</p> <p>Jigsaw Journals</p>
6. Assessment	<p>I can summarise some of the risks associated with substance use and the laws relating to these</p> <p>I can describe how people who are sexually active can keep themselves safe from STIs</p> <p>I can express why some people choose to use different substances and my own thinking relating to such choices</p>	<p>I can express my opinion and stand up for myself when necessary</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>STI matching sheets and answers</p> <p>Workbook</p> <p>Jigsaw Journals</p>



Relationships Puzzle Map - Ages 14-15

Big Question: Is love all you need?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Healthy, long-term relationships	<p>I can identify types of long-term relationships, including legal status</p> <p>I can identify the important elements in long-term relationships</p> <p>I can discuss what is required to sustain healthy long-term relationships</p> <p>I know appropriate vocabulary associated with long-term relationships</p> <p>I can differentiate the elements present in different types of long-term relationships</p>	<p>I understand the importance of relationship with self</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>www.ted.com/talks</p> <p>What's happening template (optional)</p> <p>Jigsaw Journals</p>
2. Love and loss	<p>I understand the relationship life-cycle</p> <p>I understand the choices I have in my relationships, including; ending a range of relationships, physical and non-physical relationship choices</p> <p>I can explain how a range of relationships can be ended including romantic relationships</p> <p>I understand the consequences of ending relationships including: bullying, revenge pornography, depression, the grief process and how to manage this</p> <p>I can list sources of help and support for when relationships end including bereavement and divorce, family separation</p>	<p>I understand relationship choices and support available when things go wrong</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>Flipchart paper</p> <p>Stages of relationships template (optional)</p> <p>TED talk - Unhealthy love</p> <p>Jigsaw Journals</p>



Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
<p>3. Healthy connections</p>	<p>I understand the benefits of healthy relationships</p> <p>I can discuss the physical and mental benefits of connectedness</p> <p>I can assess the impact healthy relationships can have on children</p> <p>I can evaluate my own role in a range of relationships</p> <p>I can critically evaluate the role of love in relationships</p> <p>I can list strategies to cope with difficult relationships</p>	<p>I can explain how different types of relationships contribute towards happiness</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Jigsaw Journals</p>
<p>4. Relationships - don't believe what you see!</p>	<p>I can critically evaluate the truth or otherwise of a relationship e.g. via social media, "fake news" etc.</p> <p>I can explain why rumour mongering might give a false impression of a relationship</p> <p>I can discuss the media portrayal of relationships and potential harms this may cause e.g. sensationalisation, reality TV, pornography</p>	<p>I can describe the negative influence pornography can have on relationships</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>Fact sheets</p> <p>Jigsaw Journals</p>



Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
5. Better together?	<p>I can list the health benefits that positive relationships can provide</p> <p>I understand the physical and mental impact of unhealthy relationships</p> <p>I can discuss the patterns associated with abusive relationships including exploitation and abuse in teenage relationships</p> <p>I understand how coercion can feature in a range of relationships</p> <p>I can describe examples of legislation associated with coercion, exploitation and abuse in relationships</p> <p>I know the support available when relationships are unsafe</p>	<p>I can discern relationships that might not be healthy</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Healthy/Unhealthy relationship template (optional)</p> <p>Relationship scenarios (optional)</p> <p>Ideal partner template (optional)</p> <p>YouTube clips</p> <p>Jigsaw Journals</p>
6. Assessment	<p>I can consider what makes a relationship healthy or coercive and know what my non-negotiables are</p> <p>I know how to get help if needed</p>	<p>I can recognise my own emotions and know these help me discern when a relationship is good for me or not</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Workbook</p> <p>Jigsaw Journals</p>



Changing Me Puzzle Map - Ages 14-15

Big Question: Can all change be positive in some way?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Changing society and me	<p>I can identify some of the changes in society that will affect me</p> <p>I can discuss the emotional impact societal change can have on young people</p> <p>I can assess the role of media, including social media on social change</p>	<p>I understand that change is inevitable and have strategies to manage feelings about this</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Societal change template (optional)</p> <p>Big changes template (optional)</p> <p>10 things to save the planet template (optional)</p> <p>Jigsaw Journals</p>
2. Managing change and decision making	<p>I can recognise the range of changes I have experienced in my life</p> <p>I can identify the feelings associated with change both positive and negative</p> <p>I can list changes I have made that I am proud of</p> <p>I understand the type of decision-maker I am</p> <p>I can discuss the impact of the range of changes families can experience and their impact on children and their parents/family</p>	<p>I can reflect on how I have managed the changes I have faced</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Diamond 9 template (optional)</p> <p>Change template (optional)</p> <p>Reflection template (optional)</p> <p>Decision making questionnaire (optional)</p>
3. Gender and sexual identity	<p>I can identify the change that some people may experience in relation to sexual identity and gender</p> <p>I can understand the spectrum (or galaxy) of sexuality and gender including appropriate vocabulary</p> <p>I can discuss the reality and myths surrounding sexual identity and gender</p> <p>I can describe where to find help and support around sexual identity and gender</p>	<p>I understand the range of relationship changes that individuals can experience, including with self.</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Terms & definitions pre-prepared for sorting exercise (optional)</p> <p>Definitions list</p>



Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
4. Gender stereotypes and sexual identity	<p>I can discuss gender and stereotypes in relation to a range of romantic relationships</p> <p>I can identify and understand the legislation relating to a range of relationships</p> <p>I understand the risks associated with exploring sexual identity</p>	<p>I understand the range of emotions individuals can experience in relation to romantic relationships</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>What would you give up for love template (optional)</p> <p>TED talk: www.ted.com</p> <p>Jigsaw Journals</p>
5. Physical and emotional changes	<p>I can reflect on physical changes experienced so far</p> <p>I understand the relationship between physical change, self-esteem and emotional change</p> <p>I understand the impact of family change and how it can affect future relationships</p> <p>I can list sources of help and support in relation to changes young people may have difficulty with</p>	<p>I can discuss the difficulties associated with the physical and emotional changes young people can experience</p> <p>I can describe some of the strategies that can be helpful in managing change</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Post-It notes, enough for at least 10 per student (or use small pieces of scrap paper)</p> <p>Scenarios sheet - printed, one per student</p> <p>Jigsaw Journals</p>
6. Assessment	<p>I can understand how societies change and this affects people's attitudes and ways of</p>	<p>I can reflect on how I have successfully managed change in my personal life</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Workbook</p> <p>Jigsaw Journals</p>