



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

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

| Piece (lesson)                        | PSHE Learning Intentions   | Social and Emotional Skills Learning Intentions  | Resources   |
|---------------------------------------|--|--|---|
| <b>1. Who am I?</b>                   | 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.) | Jigsaw Chime<br>PowerPoint slides<br>Jigsaw Charter<br>Mingle Bingo template<br>Person Template<br>Flipchart paper<br>Scenario cards<br>Jigsaw Journals |
| <b>2. My influences</b>               | I can understand that identity is affected by a range of factors | I can identify what influences my life   | Jigsaw Chime<br>PowerPoint slides<br>Jigsaw Charter<br>Art materials, including coloured pens/pencils and glue<br>Jigsaw Journals                       |
| <b>3. Peer pressure and belonging</b> | I understand how peer pressure operates within groups            | I can achieve an appropriate level of independence from others while maintaining positive relationships with them  | Jigsaw Chime<br>PowerPoint slides<br>Jigsaw Charter<br>Pick & Mix cards<br>Flip chart pens<br>Jigsaw Journals   |



| Piece (lesson)   | PSHE Learning Intentions                             | Social and Emotional Skills Learning Intentions   | Resources   |
|--|--|---|---|
| <b>4. My online identity</b>                                     | I can recognise how I present myself online          | I understand how my online identity can affect what others think and feel about me      | Jigsaw Chime<br>Jigsaw Charter<br>PowerPoint slides<br>Two-minute countdown timer (source from online)<br>Jigsaw Journals   |
| <b>5. What are the consequences of what I say and do online?</b> | I understand what can influence my behaviour online  | I understand that what I say and do online can have consequences for myself and others  | Jigsaw Chime<br>Jigsaw Charter<br>PowerPoint slides<br>Jigsaw Journals  |
| <b>6. Assessment</b>   | I can maintain positive on and offline relationships | I understand that what I say and do online can have consequences for myself and others. | Jigsaw Chime<br>Jigsaw Charter<br>PowerPoint Slides<br><a href="http://www.youtube.com/watch?v=rx1fRMAwslQ">www.youtube.com/watch?v=rx1fRMAwslQ</a><br>Jigsaw Journals<br>Workbook page |



## Celebrating Difference Puzzle Map - Ages 11-12

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

| Piece (lesson)                         | PSHE Learning Intentions   | Social and Emotional Skills Learning Intentions  | Resources  |
|--|--|--|--|
| <b>1. Prejudice and Discrimination</b> | <p>I can describe what prejudice and discrimination are</p> <p>I know what bystanders are and their impact on bullying</p> <p>I can explain some ways the Equality Act protects against prejudice and discrimination</p>                                 | <p>I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me</p> <p>I can be assertive when appropriate</p> <p>I know how I can challenge prejudice and discrimination assertively</p> | <p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Small pieces of paper – several for each student</p> <p>Practising assertiveness: example situations sheets</p> <p>A4 paper</p> <p>Post-It Notes (optional)</p> <p>Jigsaw Journals</p>   |
| <b>2. True or false?</b>               | <p>I can challenge my own and others' attitudes and values, and accept difference in others</p>  | <p>I can see the world from other people's points of view and take account of their intentions, preferences and beliefs</p> <p>I know I have choices in how I allow others to influence me</p>   | <p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Flip chart paper - 6 sheets</p> <p>Pens</p> <p>Influence bubble template (optional)</p> <p>Jigsaw Journals</p>   |
| <b>3. Challenging stereotypes</b>      | <p>I can understand the wide range of roles in society and the variety of individuals that operate within them</p> <p>I understand what stereotyping means and its potential impact</p> <p>I can define stereotyping and explain why it is unhelpful</p> | <p>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.)</p>   | <p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Challenging stereotypes grid - one per student (optional)</p> <p><a href="http://www.youtube.com/watch?v=G3Aweo-74kY">www.youtube.com/watch?v=G3Aweo-74kY</a></p> <p>Jigsaw Journals</p> |



| Piece (lesson)                     | PSHE Learning Intentions   | Social and Emotional Skills Learning Intentions  | Resources   |
|------------------------------------|--|--|---|
| <b>4. Discrimination in school</b> | <p>I can challenge prejudice and discrimination assertively</p> <p>I understand that positive and negative discrimination can take different forms and how it can affect people's lives</p> <p>I know what the Equality Act is and can give some examples of protected characteristics</p> | <p>I understand the impact of bullying, prejudice and discrimination on those involved and can think through how this can be alleviated</p> <p>I can take others' thoughts and feelings into account in how I manage my relationships</p> <p>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)</p> | <p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Art materials for design task</p> <p>Plain paper for audit/inspection (optional)</p> <p>Jigsaw Journals</p> |
| <b>5. Bullying</b>                 | <p>I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours</p>   | <p>I understand the impact bullying, prejudice and discrimination can have on those involved, and can use appropriate strategies to alleviate this and support them</p> <p>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)</p>   | <p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Jigsaw Journals</p>   |
| <b>6. Assessment</b>               | <p>I understand how respect has an impact on relationships</p>   | <p>I can empathise with people who face prejudice and discrimination and can suggest ways to tackle this positively</p> <p>I know how it feels to be included and excluded</p>   | <p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint Slides</p> <p>Workbook page</p> <p>Honing Skills Template</p> <p>Jigsaw Journals</p>                                      |



## Dreams & Goals Puzzle Map - Ages 11-12

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

| Piece (lesson)                          | PSHE Learning Intentions   | Social and Emotional Skills Learning Intentions   | Resources   |
|---|--|---|---|
| <b>1. What are my dreams and goals?</b> | 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 | <p>Jigsaw Chime<br/>                     PowerPoint slides<br/>                     Jigsaw Charter<br/>                     Dreams and goals activity chart<br/>                     Certificate of achievement template (optional)<br/>                     Certificate of failure template (optional)<br/>                     Jigsaw Journals</p>  |
| <b>2. Achieving my dreams and goals</b> | 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   | <p>Jigsaw Chime<br/>                     PowerPoint slides<br/>                     Jigsaw Charter<br/>                     Future work clip<br/>                     Lunar hotel challenge printed explanation and equipment (optional)</p> <ul style="list-style-type: none"> <li>• Fifty index cards (per group)</li> <li>• Ruler (per group)</li> <li>• Scissors (per group)</li> <li>• Roll of sticky tape (per group)</li> <li>• Pack of markers (per group)</li> </ul> <p>Template (optional)<br/>                     Jigsaw Journals</p> |



| Piece (lesson)  | PSHE Learning Intentions  | Social and Emotional Skills Learning Intentions  | Resources   |
|---|---|--|---|
| <b>3. Coping strategies</b>   | 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<br>I can identify barriers to achieving a goal and identify how I am going to overcome them | Jigsaw Chime<br>PowerPoint slides<br>Jigsaw Charter<br>Scenario sheets to print (optional)<br>Jigsaw Journals |
| <b>4. How responsible and irresponsible choices affect my dreams and goals</b>        | I can explain how responsible choices enable me to move towards my dreams and goals<br>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   | Jigsaw Chime<br>Jigsaw Charter<br>PowerPoint slides<br>Jigsaw Journals  |
| <b>5. How making an irresponsible choice could affect a person's dreams and goals</b> | I can demonstrate how to respond to a situation requiring first aid<br>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   | Jigsaw Chime<br>Jigsaw Charter<br>PowerPoint slides<br>Jigsaw Journals  |
| <b>6. Assessment</b>  | 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   | Jigsaw Chime<br>Jigsaw Charter<br>PowerPoint Slides<br>Jigsaw Journals<br>Workbook page                       |



## Healthy Me Puzzle Map - Ages 11-12

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

| Piece (lesson)  | PSHE Learning Intentions  | Social and Emotional Skills Learning Intentions   | Resources  |
|---|---|---|--|
| <b>1. How to recognise and deal with anxiety and stress</b>             | I can explain ways to help myself when I feel stressed  | I can describe techniques I use to manage my emotions   | Jigsaw Chime<br>Jigsaw Charter<br>PowerPoint slides<br>Jigsaw Journals<br>Bubble template  |
| <b>2. Healthy choices on... managing stress</b>                         | I understand how health can be affected by emotions and know a range of ways to keep myself well and happy<br>I recognise when I feel stressed and the triggers associated with this<br>I understand how physical activity can help combat stress | I understand that how I express my feelings can have a significant impact both on other people and on what happens to me  | Jigsaw Chime<br>PowerPoint slides<br>Jigsaw Charter<br>Plain paper, pens<br>Jigsaw Journals  |
| <b>3. Healthy choices on... substances</b>                              | I know about different substances and the effects they have on the body and why some people use them  | 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 | Jigsaw Chime<br>PowerPoint slides<br>Jigsaw Charter<br>Substance cards - printed on to A4 pieces of paper/card<br>Flipchart paper<br>Jigsaw Journals |
| <b>4. Healthy lifestyle choices: Good nutrition, exercise and sleep</b> | I understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind  | I can explain why everyone needs to take responsibility for their health  | Jigsaw Chime<br>Jigsaw Charter<br>Game sheet (for teacher)<br>PowerPoint slides<br>Stop, Start, Continue template<br>Jigsaw Journals                 |



| Piece (lesson)   | PSHE Learning Intentions  | Social and Emotional Skills Learning Intentions  | Resources   |
|--|---|--|---|
| <b>5. Healthy choices on... medicines and immunisation</b> | I understand the role of vaccinations and can explain differing views on this | I can recognise that decisions about my health depend on having access to accurate information | Jigsaw Chime<br>PowerPoint slides<br>Jigsaw Charter<br>Juggling ball<br>Materials for students' guide to safe use of medicines (including photos of and/or real OTC medication boxes and 'instructions for use' pamphlets - contents removed) (optional)<br>Jigsaw Journals |
| <b>6. Assessment</b>                                       | I can summarise some key things I can do to sustain my wellbeing              | I can express my emotions and empathise with others  | Jigsaw Chime<br>Jigsaw Charter<br>PowerPoint slides<br>Juggling Balls<br>Workbook<br>Jigsaw Journals  |



## Relationships Puzzle Map - Ages 11-12

**Big Question: What can make a relationship healthy or unhealthy?**

| Piece (lesson)  | PSHE Learning Intentions   | Social and Emotional Skills Learning Intentions   | Resources  |
|---|--|---|--|
| <b>1. Positive qualities of healthy relationships</b> | <p>I can identify characteristics and benefits of positive, strong, supportive, relationships</p> <p>I understand what expectations might be of having a romantic/attraction relationship</p> <p>I understand what is meant by consent</p> | <p>I understand/recognise the range of positive qualities people bring to relationships</p> <p>I understand why respect for the other person's wishes is important in relationships</p> | <p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Ball of string or wool</p> <p>Post-It notes for each student</p> <p>Relationship recipe template (optional)</p> <p>Jigsaw Journals</p> |
| <b>2. My changing supportive relationships</b>        | <p>I can identify the supportive relationships in my life</p> <p>I know that relationships change and suggest how to manage this</p>   | <p>I understand/recognise the characteristics of some of the supportive relationships in my life</p> <p>I can recognise that my emotions and feelings can change regularly</p>          | <p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Support-wall template (optional)</p> <p>Post-It notes</p> <p>Jigsaw Journals</p>   |
| <b>3. Getting on and falling out</b>                  | <p>I can identify why people sometimes fall out</p> <p>I can suggest ways to manage conflict within my friendship group</p>  | <p>I can identify emotions that can be associated with falling out</p>  | <p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Scenario cards printed for groups</p> <p>Paper for group work</p> <p>Jigsaw Journals</p>   |



| Piece (lesson)   | PSHE Learning Intentions  | Social and Emotional Skills Learning Intentions   | Resources  |
|--|---|---|--|
| <b>4. Discerning external factors in relationships</b> | I can understand that discernment is an important skill when being a consumer of media  | I can understand discernment and how it is important in relationships   | Jigsaw Chime<br>Jigsaw Charter<br>PowerPoint slides<br>Jigsaw Journals   |
| <b>5. Assertiveness in relationships</b>               | I can recognise when to use assertiveness in some of my relationships<br>I can understand the personal and legal consequences of sexting<br>I can understand what it meant by consent | I can suggest skills which will keep my relationships happy and healthy<br>I can apply assertiveness to my relationships when appropriate | Jigsaw Chime<br>Jigsaw Charter<br>PowerPoint slides<br>Assertive/Passive/Aggressive cards (optional)<br>Scenario cards (optional)<br>Jigsaw Journals |
| <b>6. Assessment</b>                                   | I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy and can explain what discernment is  | I can explain my understanding of respect and authenticity  | Jigsaw Chime<br>Jigsaw Charter<br>PowerPoint slides<br>Workbook<br>Jigsaw Journals   |



## Changing Me Puzzle Map - Ages 11-12

**Big Question: How do I feel about becoming an adult?**

| Piece (lesson)                                    | PSHE Learning Intentions  | Social and Emotional Skills Learning Intentions   | Resources  |
|---|---|---|--|
| <b>1. My changing body</b>                        | <p>I can understand the changes that happen during puberty</p> <p>I understand that practices such as female genital mutilation and breast ironing are forms of abuse</p> <p>I know where to access help if I am worried or concerned about puberty or abuse</p>  | <p>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</p>  | <p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Truth or Myth Game Sheet</p> <p>Puberty flashcards (optional)</p> <p>Jigsaw Journals</p>                   |
| <b>2. Having a baby</b>                           | <p>I know how a baby is conceived naturally</p> <p>I know that there are other ways a baby can be conceived, e.g. IVF</p> <p>I understand how a baby develops inside the uterus and is born</p>   | <p>I can express the different feelings and choices that people may have and make about conception, pregnancy and having a baby</p> <p>I can appreciate that a baby comes with responsibilities</p> | <p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Having a Baby Diamond 9 cards</p> <p>Truth about Conception and Pregnancy Cards</p> <p>Jigsaw Journals</p> |
| <b>3. Types of relationships and their impact</b> | <p>I know there are different types of committed stable relationships and that some people may choose to have children or not</p> <p>I can make links between positive, healthy family relationships and effective parenting</p> <p>I can identify some of the roles and responsibilities of being a parent</p> | <p>I can understand that stable intimate relationships can be linked to happiness</p>   | <p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Relationships Matching Game Cards</p> <p>Post-It notes</p> <p>Jigsaw Journals</p>                          |



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

| Piece (lesson)                  | PSHE Learning Intentions  | Social and Emotional Skills Learning Intentions   | Resources  |
|---------------------------------|---|---|--|
| <b>4. Image and self-esteem</b> | <p>I know that the media can have a positive or negative impact on a person's self-esteem or body image</p> <p>I know where to go for help if I am worried about my body image or self-esteem</p>     | <p>I understand how self-image is linked to self-esteem</p> <p>I can apply strategies to build my self-esteem</p> | <p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Jigsaw Journals</p>  |
| <b>5. My changing feelings</b>  | <p>I know some of the changes in my brain during puberty</p> <p>I understand some of the emotional changes during puberty</p> <p>I know where to access support if I am worried about adolescence</p> | <p>I know some ways to support myself and others during times of change</p>                                       | <p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Situation cards</p> <p>Mood and mindset template (optional)</p> <p>Jigsaw Journals</p> |
| <b>6. Assessment</b>            | <p>I can summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes</p>   | <p>I can stay positive and boost my own self-esteem</p>   | <p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Workbook</p> <p>Jigsaw Journals</p>  |