



MARITIME ACADEMY

PSHE AND RSHE POLICY

2026-2027

Maritime Academy

Part of the Thinking Schools Academy Trust

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THINKING SCHOOLS
ACADEMY TRUST

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STRENGTH - PRIDE - UNITY

MAKING EXCELLENCE A HABIT



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Introduction

Maritime Academy believes that Relationships, Sex and Health Education is the lifelong learning about moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. We define 'relationships, sex and health education' as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health, as well as general health and wellbeing. The aim is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and general wellbeing. It is not about the promotion of sexual orientation or sexual activity.

We have a duty under the Equality Act (2010) to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual, transgender and queer (LGBTQ+). Our inclusive sex and relationships education fosters good relations between students, tackles all types of prejudice – including homophobia – and promotes understanding and respect.

Sex and Relationships Education is delivered within the vision and values of Maritime Academy.

The PSHE Lead at Maritime Academy is Mrs L Webster.

The SLT Lead of PSHE is Mrs L Allen.

The Lead Governor is Mr A Hall.

Policy Development

This policy has been created by the PSHE Lead, in conjunction with other relevant policies including Behaviour for Learning, Equality, and Safeguarding.

Consultation has been sought from parents and carers, students and staff who were all provided with the opportunity to share their views on the appropriateness of the curriculum materials and content for each Key Stage.

This policy will initially be reviewed by the Principal and then will be submitted for ratification by the Governors of Maritime Academy. This will be reviewed on a yearly basis.

Aims and objectives of Relationships, Sex and Health Education

At Maritime Academy, we teach Personal, Social, Health Education as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity.



Jigsaw, the mindful approach to PSHE, provides a programme which offers us a comprehensive, DfE compliant Scheme of Work bringing consistency and progression to our students' learning in this vital curriculum area. A summary of topic overviews are provided in Appendix 1.

We use Jigsaw to ensure our curriculum is progressive, age-appropriate, and to meet the requirements of the DfE's guidance on Relationship, Sex and Health Education. Our PSHE curriculum builds on the knowledge and understanding that children will have gained in primary school.

It is important to us at Maritime that our PSHE and RSHE curriculum:

- Provides a framework in which sensitive discussions can take place
- Creates a positive culture around the issues of sexuality and relationships
- Prepares students with an understanding of puberty and sexual development
- Prepares students with an understanding of the importance of health and hygiene
- Establishes a sense of self-respect, confidence and empathy amongst our student community
- Teaches our students the correct terminology and vocabulary to describe themselves and their bodies

This also supports the “Personal Development” and “Behaviour and Attitudes” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

Statutory RSHE and Health Education

As a Secondary Academy, we must provide RSHE to all pupils under section 34 of the [Children and Social Work Act 2017](#). In teaching RSHE, we're required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities



At Maritime Academy we value PSHE as a way to support students' development as human beings, to enable them to understand and respect who they are, to empower them to have Strength of character and to have Pride in the decisions and personal conduct. We include the statutory Relationships, Sex and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our students' needs. The mapping document, 'jigsaw 11-16 and statutory RSHE and Health Education', shows exactly how Jigsaw and, therefore, our school, meets the statutory RSHE and Health Education requirements. Individual Learning objectives and curriculum materials are available upon written request to the Principal and PSHE Lead.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE and aligned to the definitions of Relationships and Sex Education offered by the Sex Education Forum.

What do we teach when and who teaches it?

RSHE is taught within the PSHE lessons and uses the Jigsaw framework. Some concepts and learning aspects are also delivered within the Science and RE curriculum.

Teachers at Maritime Academy deliver the PSHE curriculum. Where external providers are sought to deliver components of the course, they are subject to the safeguarding procedures at Maritime Academy.

The Jigsaw curriculum is mapped to national guidance to ensure compulsory content is included. Delivery of PSHE is Quality assured which is led by the PSHE Lead within the school and is subject to external QA procedures, and OFSTED. Regular meetings between the Designated Safeguarding Lead and the PSHE Lead are documented and ensure that local context aligns with the curriculum.

Whole-school approach

The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year. Further details of the learning objectives for each year group for RSHE are detailed in Appendix 3.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.



Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

These puzzles (units) of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

At Maritime Academy, we allocate one period a week to PSHE in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

Relationships, Sex and Health Education

“The aim of RSHE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

It will enable them to know what a healthy relationship looks like including consent, contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). Our PSHE programme will teach what is acceptable and unacceptable behaviour in relationships.



Effective RSHE also supports our young people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

By embedding the Jigsaw PSHE programme within our curriculum, we know that it provides clear progression from what is taught in our primary schools. It will build upon their prior learning and broaden their knowledge and understanding of different aspects.

The DfE Guidance 2025 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit within the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:

- the facts about reproductive health
- the facts about the full range of contraceptive choices
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted
- how to get further advice
- consent and the law

At Maritime Academy we agree with the Sex Education Forum definition of Sex Education (as above).

The Jigsaw PSHE Programme also reflects this, making it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education.

Parents' right to request their child be withdrawn from Sex Education

Parents have the right to withdraw their children from the non-statutory components of sex education within PSHE and RSHE up to and until 3 terms before the child's 16th birthday. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

The stages involved in withdrawing a child from this education include:

- An initial written request explaining the reason for the withdrawal using Appendix 2, addressed to the Principal.
- A copy of this written request will be attached to the Student's school record.
- A meeting with the PSHE lead and SLT to talk through the concerns, during which it is explained the detrimental effects of withdrawal including social and emotional impacts on the child and the likelihood that the child will hear their peer's version of what was said in class, which may not be accurate.
- That in secondary settings, the Principal can refuse in exceptional circumstances where there are safeguarding concerns.



- That from 3 terms before a pupil turns 16, a pupil can choose to opt back in, even if their parents have requested withdrawal.
- That even if parents withdraw their child from sex education within PSHE they cannot withdraw from relationships and health education, nor can they withdraw from the science curriculum including science topics of puberty or sexual reproduction.
- Alternative school work will be provided to students who are withdrawn from sex education.
- Should a parent/carer wish to see the curriculum material, they are to make a written request to see this by contacting the PSHE Lead via the office@ email address.
- Students are made aware that they are able to schedule an appointment with the PSHE Lead, should they have questions regarding sex education from which the students has been withdrawn from.

Training

Staff are trained on the delivery of PSHE and RSHE:

- During their induction to Maritime Academy
- Bi-weekly drop ins
- Regular training as part of the Continual Professional Development Program throughout the academic year
- Using a self-directed approach using training materials freely available on the Jigsaw platform
- Bespoke training needs are identified through QA and termly reflections by staff

Monitoring and Review

The Academy Governing Body (AGB) monitors this policy on an annual basis. The AGB reports its findings and recommendations to the Regional Governing Body, as necessary. When the policy needs modification, this will be ratified by the AGB (Academy Governing Body).

The delivery of RSHE is monitored by the SLT link and PSHE Lead:

- Learning walks, documented on Steplab
- Book scrutiny
- Staff meetings
- Termly staff reviews
- Student voice
- BYBS
- Monitoring of planning
- Assessments



Students' development in PSHE and RSHE is monitored by class teachers as part of our internal assessment systems.

Equality, SEND and Inclusivity

The DfE Guidance requires schools to ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. For children with SEND, Maritime Academy delivers Quality first teaching, and teachers are expected to adapt lessons to suit the needs of those in their class. Students are able to utilise their One:One devices to further support their studies.

At Maritime Academy, when we teach our pupils about LGBTQ+ (Lesbian, Gay, Bisexual, Transgender and Queer+), we will ensure that this content is fully integrated into our programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.

At Maritime Academy we promote respect for all and value every individual student. We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

We will make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to adaptations needed

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)



- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [Relationships and sex education \(RSE\) and health education - GOV.UK](#) (statutory guidance on relationships education, relationships and sex education and health education).

Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

External organisations and resources

We will make sure that any materials used are appropriate and in line with our legal duties around political impartiality.

The Academy remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:

- Are age-appropriate



- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Reviewed materials that the agency may use prior to delivery.
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people.
- Ensure that there is adequate supervision by a member of Academy staff during any sessions with external speakers.

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme.

Roles and responsibilities

The Principal

The Principal is responsible for ensuring that PSHE and RSHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-statutory components of PSHE and RSHE (see section 9).

Staff

- Staff are responsible for:
 - Delivering PSHE and RSHE in a sensitive way
 - Modelling positive attitudes to PSHE and RSHE
 - Adapting lessons to suite the needs to the students in their class
 - Monitoring progress
 - Responding to the needs of individual pupils



Staff do not have the right to opt out of teaching PSHE and RSHE. Staff who have concerns about teaching these subjects or any specific topics are encouraged to discuss this with the Principal.

Students

Students are expected to engage fully in PSHE and RSHE and, when discussing issues related to PSHE and RSHE, treat others with respect and sensitivity.



Appendix 1 – Jigsaw PSHE and RSHE overview



Snapshot Overview: Jigsaw PSHE 11-16

Summary of subject content in each Puzzle (unit)

December 2025

Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
11+	Unique me, differences and conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity, online gaming- safety and financial risks	Prejudice and discrimination, equality Act 2010, bystanders, assertiveness, positive and negative Influences, challenging attitude and negative behaviours, stereotypes, Human Rights, Inclusion, bullying, exclusion and respect	Defining success, setting dreams and goals, skills for the future, what is failure, coping strategies for when things go wrong, building skills for the future and teamwork, health and wellbeing, gang culture and knife crime, county lines	Nutrition and exercise, managing physical activity and mental health, stress and anxiety, effects of substances (nicotine and caffeine), vaping, nutrition, sleep, health choices, physical illness and medicine, personal hygiene, contributing to your community	Changing relationships, consent, healthy relationships, falling out and friendships, social media vs reality, authenticity online, personal space and setting boundaries, healthy and unhealthy relationships	Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships and families, UN Rights of a child, media and self-esteem, self-image, FGM, factors affecting hormones and moods
12+	Self-identity, influences, online influence, family and identity, managing expectations, active listening skills, <i>personal</i> /beliefs and judgements, <i>first</i> impressions, positive self-talk, marriage, civil partnerships and the law, beliefs and religions, protected characteristics, online and offline identity	Prejudice and persecution, LGBT bullying, the equality act, social justice and hate crimes, multiculturalism and religious tolerance, standing up for what you believe in, celebrating differences	Goal setting, grit and resilience, can money buy happiness? Keeping safe online, income and poverty, budgeting, expenditure, debt and budgeting, poverty, online scams, sextortion, taking risks, staying safe online	Types of health, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin protection, steps to protecting physical health, vaccinations, peer pressure, vaping	AI and media influence, maintaining positive relationships, assertiveness, sexting and sextortion, power dynamics, knife crime, social media platforms, neurodiversity: autism and ADHD, inclusion and equality	Types of close intimate relationships, <i>behaviours</i> in healthy and unhealthy romantic relationships, what makes a healthier relationship? harassment, attraction, love or lust? sexuality, pornography and the law, dealing with unwanted messages. Alcohol, risky behaviour and the law
13+	Being in a group, peer approval, perceptions about intimate relationships, consent and personal safety, sexual exploitation, grooming, radicalisation, county lines, positive and negative self-esteem and self-identity, influences, managing risk online and offline, social media, abuse and coercive control	Power of positive language, prejudice, LGBT+ phobia, banter and bullying, reducing fear and promoting equality, cyber bullying and harassment, bias, discrimination, harassment and victimisation, non-consensual behaviours, changemakers	SMART planning, changing appearances, cosmetic surgery and weight loss products, mental illness and stigma, social media, mental health and self-esteem, deepfakes and AI, harmful and illegal online content, misogyny	The teenage brain, risks and personal safety, drugs and alcohol- physical and psychological effects, belonging, loneliness and inclusion, emergency situations, CPR, cardiac arrest, mental health first aid and support, drugs- the law, safety, classification, supply and possession legislation, health choices (nutrition, stress, sleep)	Equity and equality, healthy and unhealthy relationships, power dynamics, pornography, contraception, pregnancy, STIs, consent, factors to consider in intimate relationships, Gillick Competence Test	Change and managing emotions, importance of sleep in relation to mental health, self-expression, influences, body image, masculinity (positive), online influence, misogyny, incel culture and healthy vs unhealthy online communities, mental health and addiction, the importance of sleep and good routines
14+	Human rights, societal freedom, understanding safety in UK and beyond, stages of grief, loss and bereavement, the law and social media risks, algorithms and use of online data, GDPR the dark web and managing online content/screen time, dealing with disturbing online content (suicide, self-harm, violence), <i>sharing/enhancing</i> of images, risks associated with sharing personal data, AI chatbots and online scams	Human Rights, responsibilities, The European Convention on Human Rights, The European Court of Human Rights, The Human Rights Act 1998, multicultural societies, successful societies, Equality Act 2010, hidden disabilities, discrimination in the workplace, inequality and campaigning for equality, equality in relationships, empowered and disempowered, changing and ending relationships, UK healthcare and accessing a GP	Resilience, nurturing important relationships, achieving your goals and the impact of physical and mental health, taking care of your mind and body, real v online behaviours, social media usage, the impact of social media on future employment, the body and vital organs, blood, organ and stem cell donation, opting out, balanced lifestyles, resilience toolkit	Improving health and good habits, cancer (skin, testicular and breast cancer), common mental health disorders and treatment, substance use and mental health, mental health stigma, sexual health, STIs (transmission, treatment, symptoms) HIV/Aids, safer sex, contraception (barrier/hormonal), threats to health (cancer, diabetes, cardiovascular disease)	Long-term relationships and legal status, the science of attraction, how to have a good relationship with yourself, why do relationships end, unsafe, toxic and unhealthy relationships staying safe and getting help, the law on marriage, cohabitation and the impact on children, the difference between real life and relationships that we see in the media and pornography stalking and harassment, coercion and abuse, free choice and pressure, the law on sex trafficking and modern slavery	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Gaining independence, personal safety, cycling, railway, water safety, transport, alcohol, drink spiking, gender stereotypes in romantic relationships, virginity testing and hymenoplasty, physical and emotional changes, family change, sources of support
15+	Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, domestic abuse, honour based, violence, arranged and forced marriages, county lines, possession of drugs. The risks associated with gambling, AI and algorithms, emergency situations, first aid, the law on internet use, legal age limits and pornography, social media concerns, sexting	N/A	Sleep, anxiety, solutions-focused thinking, money and employment, budgeting, tax, debt, credit cards, gambling, future jobs and employment opportunities, long-term family goals, marriage, civil partnership, parenting, developing resilience, types of technology and how it can help us to reach our future goals	Self-worth, identity. Relationships, consent and power imbalance, being ready for sex, coercion, contraceptives, sexual health, STIs and emergency contraception, male and female reproductive/ health/fertility (PCOS, endometriosis, PMS, heavy periods), pregnancy choices including adoption, abortion, bringing up a baby, pregnancy- sources of support, including loss and miscarriage	Stages of a relationship, relationships in the media, our perceptions about sex and relationships, LGBT terminology, gender identity and expression, sexuality, The equality act 2010, perceptions of the LGBT+ community, LGBT+ rights, coming out as LGBT+, unbalanced relationships, domestic abuse and getting help, my body, my choice, FGM, challenging social norms and cultural practices, breast ironing/flattening, power in relationships	N/A



Appendix 2 – Letter to withdraw

Parent and Carer Form – Withdrawal from PSHE

TO BE COMPLETED BY PARENTS/CARERS

Name of child	
Tutor Group	
Name of Parent/Carer	
Date	
Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider	
Parent/Carer signature	
Parent/Carer contact details	Phone number: Email address:



Appendix 3 - Learning Objectives for RSHE curriculum

Summary of RSHE content for Year 7 - Year 11.

Being Me in My World Puzzle Map – 11+

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

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Who Am I?	RR 3	<ul style="list-style-type: none"> - I can explain what identity is, describing the different factors that shape who I am. - I can recognise what makes me unique 	<ul style="list-style-type: none"> - I can recognise and respect the differences between myself and others, and show confidence in who I am
2. My Influences	RR 3, MW 1	<ul style="list-style-type: none"> - I can understand that identity is affected by a range of factors 	<ul style="list-style-type: none"> - I can identify what influences my life
3. Peer Pressure and Belonging	RR 1, RR 5, BS 2, PS 2	<ul style="list-style-type: none"> - I understand how peer pressure operates within groups 	<ul style="list-style-type: none"> - I can achieve an appropriate level of independence from others while maintaining positive relationships with them
4. My Online Identity	F 8, OSA 1, OSA 2, OSA 4, OSA 9, OSA 10, BS 3, WO 2, WO 3, PS 6	<ul style="list-style-type: none"> - I can recognise how I present myself online - I can understand how to engage and respond responsibly with other users 	<ul style="list-style-type: none"> - I understand how my online identity can affect what others think and feel about me
5. What are the consequences of what I say or do online?	OSA 4, OSA 5, OSA 6, PS 2	<ul style="list-style-type: none"> - I understand what can influence my behaviour online 	<ul style="list-style-type: none"> - I understand that what I say and do online can have consequences for myself and others
6. Assessment	OSA 14, WO 4, WO 5	<ul style="list-style-type: none"> - I understand how to maintain positive on and offline relationships - I understand what steps to take to stay responsible online 	<ul style="list-style-type: none"> - I understand that what I say and do online can have consequences for myself and others

Being Me in My World Puzzle Map – 12+

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

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Identity and Influence	RR 3, OSA 3, MW 3, MW 6, WO 1, WO 2	<ul style="list-style-type: none"> - I can appreciate that identities are complex and can change over time - I can appreciate the similarities, differences and diversity of people's identities 	<ul style="list-style-type: none"> - I understand that faith, families, communities and cultures influence identity and can start to identify the influences in my life
2. My 'Family'	F 2	<ul style="list-style-type: none"> - I understand about collective and individual identities and cultural diversity - I understand the influence family has on self-identity 	<ul style="list-style-type: none"> - 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
3. 'Family Factors'	RR 3	<ul style="list-style-type: none"> - I understand how to identify influences and differences and use these positively in my relationships 	<ul style="list-style-type: none"> - I understand how to listen actively to other people - 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
4. The Power of First Impressions	RR 2, RR 3, RR 5, RR 9, PS 3	<ul style="list-style-type: none"> - I understand that first impressions can lead to judgements that may be misinformed 	<ul style="list-style-type: none"> - I understand that I can make accurate and inaccurate assumptions about my own and others' identities - I understand that I can make choices about the influences I accept as part of my personal identity
5. Faith and beliefs	F 1, F 3, F 4, RR 2, RR 4	<ul style="list-style-type: none"> - I understand that there is a range of beliefs within any community and I can recognise the beliefs I hold as important to me - I can appreciate that people's faiths and beliefs can affect their personal identity 	<ul style="list-style-type: none"> - I can see the world from other people's points of view and understand their beliefs - I respect people's right to hold their own views and beliefs
6. Assessment	OSA 3, WO 2	<ul style="list-style-type: none"> - I can understand how people present themselves differently online and offline - I can recognise the positives and challenges of managing multiple identities 	<ul style="list-style-type: none"> - I can reflect on my own online and offline identity and make choices authenticity



Being Me in My World Puzzle Map – 13+

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 Learning Intentions
1. Being 'Me' in a Group	MW 3, PS 3	<ul style="list-style-type: none"> I can identify differences between myself and others in my social groups I can explain how differences can be a source of conflict or a reason to celebrate 	<ul style="list-style-type: none"> I can manage differences of opinion within my social groups to maintain positive and safe relationships
2. Expectations and Perceptions of Relationships	RR 1, RR 8, BS 1, BS 2, BS 3, BS 9	<ul style="list-style-type: none"> I understand that different people have different expectations of intimate relationships I know how to access support if worried about a relationship issue 	<ul style="list-style-type: none"> I have an understanding of my own expectations of intimate relationships
3. Peer Approval	F 8, OSA 4, OSA 10, BS 2, BS 3, BS 4, BS 6, BS 11, WO 3, PS 2, PS 3, PS 4, PS 6	<ul style="list-style-type: none"> I can explain peer approval and how it can cause problems I can describe what grooming is and give examples 	<ul style="list-style-type: none"> I have strategies to help me manage my peer group relationships
4. Risks	OSA 1, OSA 2, OSA 3, OSA 4, OSA 9, PS 2	<ul style="list-style-type: none"> I can suggest links between risky behaviour choices and the influence of social groups I know that I can accept or reject influences 	<ul style="list-style-type: none"> I know where to access help and advice if I am concerned about a risky situation in my life
5. Consent	RR 8, BS 1, BS 2, BS 3, BS 4, BS 5, BS 7, BS 8, ISR 2, ISR 3, ISR 11	<ul style="list-style-type: none"> I can define consent and understand its legal and ethical importance in all relationships, including sexual relationships I can identify the characteristics of consent and recognise when consent is present or absent in different situations 	<ul style="list-style-type: none"> I can explore ways to communicate boundaries clearly and respect others' boundaries to build healthy relationships
6. Assessment	RR 3	<ul style="list-style-type: none"> I understand how the choices I make can be linked to my self-identity and self-esteem I understand how self-esteem can affect my health and relationships 	<ul style="list-style-type: none"> I feel confident about reassessing my own and others' behaviour and choices

Being Me in My World Puzzle Map – 14+

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

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Liberty and Safety in My World	RR 2	<ul style="list-style-type: none"> I can list the freedoms I enjoy in society I can describe what personal freedom means to me I can identify potential risks to my safety 	<ul style="list-style-type: none"> I understand that safety and freedoms can differ in other parts of the world I can compare my freedom and safety to that of people in different parts of the world
2. How I Feel When Things End	F 6, MW 1	<ul style="list-style-type: none"> I can describe the stages of grief I know where to appropriately get help and support with loss and bereavement issues I can discern which online sources or support in regards to loss/grief are helpful or not 	<ul style="list-style-type: none"> I understand the range of emotions associated with relationships ending I understand the behaviours that some people experience as a result of grief, this can be on or off-line I can identify some of the ways some individuals manage grief and loss
3. How social media affects me, my identity and culture	OSA 8, OSA 12, OSA 13, WO 1, WO 5, WO 7	<ul style="list-style-type: none"> I can evaluate the positive and negative role of social media, including the impact on culture and identity I can understand how social media algorithms work and influence content exposure I can identify how extremist content spreads online and strategies to counter it 	<ul style="list-style-type: none"> I can reflect on how social media can impact on safety
4. Rated!	RR 1, OSA 1, OSA 3, OSA 6, OSA 8, WO 2	<ul style="list-style-type: none"> I can identify potential threats to online safety I understand "netiquette" and legislation relating to online safety I can state decision-making process regarding what you post online 	<ul style="list-style-type: none"> I can critically assess own online identity
5. Personal Data Sharing - How Risky it is?	OSA 2, OSA 6, OSA 12, OSA 13	<ul style="list-style-type: none"> I can identify potential threats to safety in a range of situations on and offline I can describe actions to mitigate risk in a range of situations I know how to get help if personal safety is threatened 	<ul style="list-style-type: none"> I know some strategies for managing my feelings about how my world is changing
6. Assessment	OSA 10, OSA 14, OSA 15, WO 2	<ul style="list-style-type: none"> I understand how to stay safe in my online and offline relationships I understand the importance of thinking critically when using new technology 	<ul style="list-style-type: none"> I know some strategies for managing on and offline relationships positively



Being Me in My World Puzzle Map – 15+

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

Piece (lesson)	RSHE Guidance Reference	PSHE Learning Intentions	Social and Emotional Learning Intentions
1. Becoming an Adult	DATV 3	<ul style="list-style-type: none"> I can state what 'being an adult' means to me I can give some examples of legislation that affects me at 16 	<ul style="list-style-type: none"> I can identify things I am looking forward to in adulthood, and things that concern me I know where to access help and information if I am worried or concerned about anything
2. Relationships and The Law	F 5, F 8, RR 1, OSA 4, OSA 5, OSA 6, BS 3, BS 9, BS 11, BS 12, BS 13, BS 16, ISR 2, PS 4	<ul style="list-style-type: none"> I can give examples of legislation that relates to sex and relationships I know about the legal status of different relationships e.g. marriage, civil partnership, cohabitation I can explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this 	<ul style="list-style-type: none"> I can suggest ways to keep myself and others safe in regard to healthy and positive relationships I know how and where to access advice and support if I am concerned about a sex or relationship matter
3. County Lines	F 8, BS 2, BS 3, BS 9, BS 11, DATV 2, PS 2, PS 3, PS 4, PS 6	<ul style="list-style-type: none"> I can give examples of legislation around the possession and supply of drugs and illegal substances I can assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control 	<ul style="list-style-type: none"> I can suggest ways to keep myself and others safe I know how and where to access advice and support if I am concerned about the misuse of power or coercive control
4. Gambling, Gaming and the Illusion of Control	MW 8, WO 4	<ul style="list-style-type: none"> I can identify different forms of gambling and gambling-like behaviours in games and apps. I understand how digital systems, AI, algorithms, and targeted design can encourage risky behaviour. I can recognise early signs of gambling harm and know where to find support. 	<ul style="list-style-type: none"> I know how and where to access advice and support if I am concerned about gambling.
5. Emergency situation	BFA 1, BFA 2	<ul style="list-style-type: none"> I know the steps to take in an emergency situation including assessment of the situation, making the area safe, giving emergency aid, accessing help I can apply this knowledge to a range of scenarios where emergency aid may be needed 	<ul style="list-style-type: none"> I am aware of the feelings I might encounter when faced with an emergency situation and how those requiring my help might feel
6. Assessment	OSA 1, OSA 2, OSA 5, OSA 6, OSA 8, OSA 12, OSA 13	<ul style="list-style-type: none"> I know some of the rights, responsibilities and laws that affect me I can give examples of legislation in reference to online use 	<ul style="list-style-type: none"> I know how and where to access advice and support if I am concerned about the misuse of technology