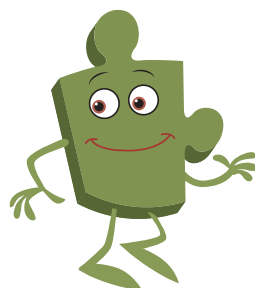




## Being Me In My World Puzzle Map - Ages 9-10

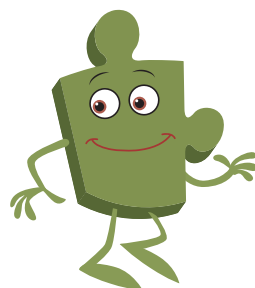
Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. My Year Ahead	R16, H2, H3	I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal	I know what I value most about my school and can identify my hopes for this school year
2. Being a Citizen of My Country	R12, R14, R15	I understand my rights and responsibilities as a citizen of my country	I can empathise with people in this country whose lives are different to my own
3. Year 5 Responsibilities	R12, R13, R14	I understand my rights and responsibilities as a citizen of my country and as a member of my school	I can empathise with people in this country whose lives are different to my own
4. Rewards and Consequences	R14, H7	I can make choices about my own behaviour because I understand how rewards and consequences feel	I understand that my actions affect me and others
5. Our Learning Charter	R14	I understand how an individual's behaviour can impact on a group	I can contribute to the group and understand how we can function best as a whole
6. Owning our Learning Charter	R12, R13, R14	I understand how democracy and having a voice benefits the school community and know how to participate in this	I understand why our school community benefits from a Learning Charter and can help others to follow it





## Celebrating Difference Puzzle Map - Ages 9-10

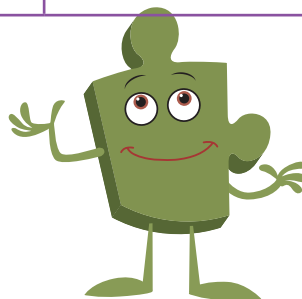
Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. Different cultures</b>	R12, R16, R18	I understand that cultural differences sometimes cause conflict	I am aware of my own culture
<b>2. Racism</b>	R12, R31, H4	I understand what racism is	I am aware of my attitude towards people from different races
<b>3. Rumours and Name-calling</b>	R6, R9, R10, R29, R30, R32, H2, H3, H7, H9	I understand how rumour-spreading and name-calling can be bullying behaviours	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one
<b>4. Types of Bullying</b>	R9, R10, R17, R32, H7, H8, H9	I can explain the difference between direct and indirect types of bullying	I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied
<b>5. Does Money Matter?</b> Puzzle outcome: Culture displays	H9	I can compare my life with people in the developing world	I can appreciate the value of happiness regardless of material wealth
<b>6. Celebrating Difference across the world</b> Assessment Opportunity	R13, R15	I can understand a different culture from my own	I respect my own and other people's cultures





## Dreams & Goals Puzzle Map - Ages 9-10

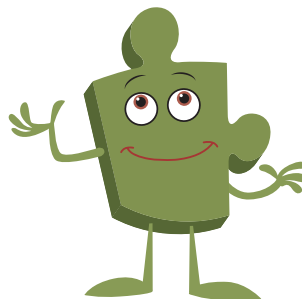
Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. When I Grow Up (My Dream Lifestyle)</b>	H2, H3	I understand that I will need money to help me achieve some of my dreams	I can identify what I would like my life to be like when I am grown up
<b>2. Investigate Jobs and Careers</b>		I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs	I appreciate the contributions made by people in different jobs
<b>3. My Dream Job. Why I want it and the steps to get there</b>	R15	I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it	I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future
<b>4. Dreams and Goals of Young People in Other Cultures</b>	R16	I can describe the dreams and goals of young people in a culture different to mine	I can reflect on how these relate to my own
<b>5. How Can We Support Each Other?</b> Puzzle Outcome: Charity fundraising	R12	I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other	I appreciate the similarities and differences in aspirations between myself and young people in a different culture
<b>6. Rallying Support</b> Assessment Opportunity	R12	I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship	I understand why I am motivated to make a positive contribution to supporting others





## Healthy Me Puzzle Map - Ages 9-10

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1.Smoking</b>	H21, H24, H25	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.	I can make an informed decision about whether or not I choose to smoke and know how to resist pressure
<b>2.Alcohol</b>	H21, H24, H25	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart	I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
<b>3.Emergency Aid</b>	R31, R31, R32, H9, H21, H32, H33	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations	I know how to keep myself calm in emergencies
<b>4.Body Image</b>	R12, R15, R16, R18, R25, R27, H10, H21	I understand how the media, social media and celebrity culture promotes certain body types	I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am
<b>5.My Relationship with Food</b> Puzzle Outcome : Healthy Body Image	R15, H4, H10, H21	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures	I respect and value my body
<b>6.Healthy Me</b> Assessment Opportunity	H1, H2, H3, H4, H5, H6, H10, H18, H19, H20, H21	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	I am motivated to keep myself healthy and happy





## Relationships Puzzle Map - Ages 9-10

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1.Recognising Me</b>	R13, R15, H2, H3, H4, H7	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know how to keep building my own self-esteem
<b>2.Safety with Online Communities</b>	R11, R12, R13, R14, R16, R17, R20, R21, R22, R23, R24, R25, R26, R29, R31, R31, R32, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable
<b>3.Being in an Online Community</b>	R12, R13, R14, R16, R19, R20, R21, R22, R23, R24, R25, R26, R29, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me
<b>4.Online Gaming</b>	R12, R13, R14, R19, R20, R21, R22, R23, R24, H11, H12, H13, H14, H15, H16, H17	I know there are rights and responsibilities when playing a game online	I can recognise when an online game is becoming unhelpful or unsafe
<b>5.My Relationship with Technology: screen time</b>	R12, R13, R14, R20, R21, R22, R23, R24, H5, H11, H12, H13, H14, H15, H16, H17, H28	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected
<b>6.Relationships and Technology Assessment Opportunity Puzzle outcome: Internet Safety Poster (staying safe and happy online)</b>	R11, R12, R13, R14, R20, R21, R22, R23, R24, H1, H11, H12, H13, H14, H15, H16, H17	I can explain how to stay safe when using technology to communicate with my friends	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others

