Crisp Vocational Provision Ltd
Building futures for tomorrow

PSHE

Our PSHE scheme of work is taken from the PSHE association. Topics are covered in designated PSHE lessons and in form time activities.

The scheme of work takes a thematic approach to secondary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over six half terms. These topics address local and national needs identified for our student demographic.

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 1	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 2	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work

Year 3	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

YEAR 1 — MEDIUM-TERM OVERVIEW			
Half term	**Topic**	**In this unit of work, students learn...**	**Quality Assured resources to support planning**
Autumn 1 Health & wellbeing	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	• how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use	Medway Public Health – Gangs: Managing risks and staying safe Every Mind Matters – Alcohol; One-to-one relationships PSHE Association – Drug education Home Office - Preventing Involvement in Serious and Organised Crime Medway Public Health Directorate – Relationships and sex education PSHE Association - Vaping lesson pack Act for Youth: RUN HIDE TELL

		• about legal and health risks in relation to drug and alcohol use, including addiction and dependence	Canal and River Trust – Have you got their back?
Autumn 2 Living in the wider world	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	• about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making	Environment Agency - Careers for change PSHE Association – Developing learning skills PSHE Association – Navigating work, study and careers

Spring 1 Relationships	**Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes** **PoS refs: H2, , R6, R19, R21, R22, R23, R35, R36**	• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services	Home Office - Something's Not Right (abuse disclosure) CRESST: Curious about conflict University of Exeter – The Rights Idea? Medway Public Health Directorate – Relationships and sex education PSHE Association – Mental health and emotional wellbeing PSHE Association – Committed relationships and family life University of Essex – Communication matters

Spring 2 Health & wellbeing	**Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid** **PoS refs: H3, H14, H15, H16, H17, H18, H19, H21**	• about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health, including testicular self-examination	PSHE Association - Health Education: food choices, physical activity & balanced lifestyles PSHE Association - The Sleep Factor Every Mind Matters- Sleep Every Mind Matters – Exam stress AYPH - A fair and equal opportunity to be healthy Canesten – The Truth, Undressed

			Highgate School & NHS Barts – Testicular Health PSHE Association – Body modifications BReal - Building stress resilience in early adolescents' lives FJYPB – Family Courts PSHE Association – Food for thought
Summer 1 **Relationships**	**Intimate relationships** **Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography** **PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21**	• **about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex** • **about facts and misconceptions relating to consent** • **about the continuous right to withdraw consent and capacity to consent** • **about STIs, effective use of condoms and negotiating safer sex** • **about the consequences of unprotected sex, including pregnancy** • **how the portrayal of relationships in the media and pornography might affect expectations** • **how to assess and manage risks of sending, sharing or passing on sexual images** • **how to secure personal information online**	PSHE Association - Consent lesson packs Medway Public Health Directorate – Relationships and Sex Education BBFC- Making choices: sex, relationships and age ratings Home Office - Something's Not Right (abuse disclosure) You Before Two - The Fundamentals (£) NCA-CEOP – Respecting me, you, us NSPCC Talk Relationships PSHE Association - Not just flirting
Summer 2 **Living in the wider world**	**Employability skills** **Employability and online presence**	• **about young people's employment rights and responsibilities** • **skills for enterprise and employability**	Cifas -Anti-Fraud Education Bank of England - EconoME PSHE Association - Careers Education lesson plans

	PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27	• how to give and act upon constructive feedback • how to manage their 'personal brand' online • habits and strategies to support progress • how to identify and access support for concerns relating to life online	**Financial Literacy and Inclusion Campaign (FLIC)**

YEAR 2 — MEDIUM-TERM OVERVIEW			
Half term	**Topic**	**In this unit of work, students learn...**	**Quality Assured resources to support planning**
Autumn 1 Health & wellbeing	**Mental health** **Mental health and ill health, stigma, safeguarding health, including during periods of transition or change** **PoS refs: H2, H5, H6, H7, H8, H9, H10**	• how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation	**PSHE Association - Mental Health and Emotional Wellbeing** **BBFC - Emotional Wellbeing and the Media PSHE Association – Developing learning skills**

Autumn 2 **Living in the wider world**	**Financial decision making** **The impact of financial decisions, debt, gambling and the impact of advertising on financial choices** **PoS refs: H25, R38, L16, L17, L18, L19, L20, L25**	• **how to effectively budget and evaluate savings options** • **how to prevent and manage debt, including understanding credit rating and pay day lending** • **how data is generated, collected and shared, and the influence of targeted advertising** • **how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling** • **strategies for managing influences related to gambling, including online** • **about the relationship between gambling and debt** • **about the law and illegal financial activities, including fraud and cybercrime** • **how to manage risk in relation to financial activities**	**Cifas – Anti Fraud Education** **Demos & GambleAware - Resilience to gambling National Crime Agency - Exploring Cybercrime PSHE Association – Online financial harms**
Spring 1 **Relationships**	**Healthy relationships** **Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography**	• **about relationship values and the role of pleasure in relationships** • **about assumptions, misconceptions and social norms about sex, gender and relationships** • **about the opportunities and risks of forming and conducting relationships online** • **how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours**	**PSHE Association - Consent lesson packs** **Medway Public Health Directorate – Relationships and Sex Education PSHE Association - Not just flirting NCA-CEOP Education – Exploited**

	PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	• about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy	Home Office - Something's Not Right (abuse disclosure) NSPCC Talk Relationships Every Mind Matters - One-to-one relationships; Positive friendships University of Exteter - Modern Families PSHE Association – Friendship and bullying
Spring 2 **Health & wellbeing**	**Exploring influence** **The influence and impact of drugs, gangs, role models and the media** **PoS refs: H19, H20, H21, R20, R35, R36, R37**	• about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction	Medway Public Health - Gangs: Managing risks and staying safe PSHE Association – Drug education Act for Youth: RUN HIDE TELL Thames Valley Police – Tackling Violence Against Women and Girls

Summer 1 Relationships	**Addressing extremism and radicalisation Community cohesion and challenging extremism PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29**	• about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation	**PSHE Association – Belonging and community: addressing discrimination and extremism Revealing Reality – Under the influence**
Summer 2 Living in the wider world	**Work experience Preparation for and evaluation of work experience and readiness for work PoS refs: H1, L1, L2, L3, L5, L7, L8, L9 L10, L11, L12, L13, L14, L15, L23**	• how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience	**Environment Agency – Growing careers for positive change PSHE Association - Careers Education lesson plans PSHE Association – Navigating work, study and careers Financial Literacy and Inclusion Campaign (FLIC)**

YEAR 3 — MEDIUM-TERM OVERVIEW			
Half term	**Topic**	**In this unit of work, students learn...**	**Quality Assured resources to support planning**

Autumn 1 **Health & wellbeing**	**Building for the future** **Self-efficacy, stress management, and future opportunities** **PoS refs: H2, H3, H4, H8, H12, L22**	• how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, perseverance and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers • how to balance time online	PSHE Association - Mental Health and Emotional Wellbeing PSHE Association - The Sleep Factor PSHE Association - Health Education: food choices, physical activity & balanced lifestyles Every Mind Matters – Dealing with change; Exam stress AYPH - A fair and equal opportunity to be healthy
Autumn 2 **Living in the wider world**	**Next steps** **Application processes, and skills for fur- ther education, employment and career progression**	• how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways	PSHE Association - Careers Education lesson plans Environment Agency – Growing careers for positive change PSHE Association – Navigating work, study and careers

	PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	• about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance	**Financial Literacy and Inclusion Campaign (FLIC)**
Spring 1 **Relationships**	**Communication in relationships** **Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse**	• about core values and emotions • about gender identity, gender expression and sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online	**Medway Public Health Directorate – Relationships and Sex Education** **NCA-CEOP: Online blackmail** **University of Essex – Communication matters** **NCA-CEOP Education – Exploited**

	PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32	• about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support	**Home Office - Something's Not Right (abuse disclosure)** **Medway Public Health Directorate – Managing healthy and unhealthy relationship behaviours** **NSPCC Talk Relationships** **PSHE Association – Friendship and bullying** **Thames Valley Police – Tackling Violence Against Women and Girls**

			PSHE Association – Body modifications
Spring 2 **Health & wellbeing**	**Independence** **Responsible health choices, and safety in independent contexts** **PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24**	• how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers • about the importance of screening and how to perform self examination • about vaccinations and immunisations • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • about blood, organ and stem cell donation	Orchid - What is testicular cancer? NHS Blood and Transplant - Exploring blood, organ and stem cell donation You Before Two - The Fundamentals (£) AYPH - A fair and equal opportunity to be healthy Canesten – The Truth, Undressed Highgate School & NHS Barts – Testicular Health Act for Youth: RUN HIDE TELL Motor Insurers' Bureau – Staying safe on the roads You Before Two – Contraception Choices (£) Thames Valley Police – Tackling Violence Against Women and Girls PSHE Association – Food for thought

			PSHE Association – Online financial harms
Summer 1 Relationships	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33	• about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering • how to manage change, loss, grief and bereavement • about 'honour based' violence and forced marriage and how to safely access support	PSHE Association – Fertility and pregnancy choices University of Exeter – The Rights Idea? University of Exeter - Modern Families Freedom Charity - Forced marriage and FGM PSHE Association – Committed relationships and family life University of Essex – Communication matters PSHE Association – Change, loss and grief