

## BROOK R\|SHE EDUCATION: LONG TERM OVERVIEW — COMPETENCIES-BASED MODEL

	<b>Autumn 1</b> Independence and aspirations	<b>Autumn 2</b> Autonomy and advocacy	<b>Spring 1</b> Choices and influences	<b>Spring 2</b> Independence and aspirations	<b>Summer 1</b> Autonomy and advocacy	<b>Summer 2</b> Choices and influences
<b>Year 10</b>	<p>Developing self-awareness, goal-setting, adaptability and organisation skills:</p> <ul style="list-style-type: none"> <li>Managing transition to key stage 4 including learning skills</li> <li>Managing mental health concerns</li> </ul>	<p>Developing empathy and compassion, strategies to manage influence and assertive communication:</p> <ul style="list-style-type: none"> <li>Relationship expectations</li> <li>Impact of pornography</li> <li>Identifying and responding to abuse and harassment</li> </ul>	<p>Developing agency and decision making, strategies to manage influence and access support:</p> <ul style="list-style-type: none"> <li>First aid and life-saving</li> <li>Personal safety</li> <li>Online relationships</li> </ul>	<p>Developing goal setting, leadership and presentation skills:</p> <ul style="list-style-type: none"> <li>Skills for employment</li> <li>Applying for employment</li> <li>Online presence and reputation</li> </ul>	<p>Developing respect for diversity, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> <li>Nature of committed relationships</li> <li>Forced marriage</li> <li>Diversity and discrimination</li> <li>Extremism</li> </ul>	<p>Developing motivation, organisation, leadership and presentation skills:</p> <ul style="list-style-type: none"> <li>Preparation for, and reflection on, work experience</li> </ul>
<b>Year 11</b>	<p>Developing resilience and risk management skills:</p> <ul style="list-style-type: none"> <li>Money management</li> <li>Fraud and cybercrime</li> <li>Preparing for adult life</li> </ul>	<p>Developing communication and negotiation skills, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> <li>Relationship values</li> <li>Maintaining sexual health</li> <li>Sexual health services</li> <li>Managing relationship challenges and endings</li> </ul>	<p>Developing confidence, agency and support-seeking skills:</p> <ul style="list-style-type: none"> <li>Making safe and healthy lifestyle choices</li> <li>Health promotion and self-examination</li> <li>Blood, organ, stem cell donation</li> </ul>	<p>Developing empathy and compassion, clarifying values and support-seeking skills:</p> <ul style="list-style-type: none"> <li>Families and parenting</li> <li>Fertility, adoption, abortion</li> <li>Pregnancy and miscarriage</li> <li>Managing grief and loss</li> </ul>	<p>Developing confidence, self-worth, adaptability and decision making skills:</p> <ul style="list-style-type: none"> <li>Recognising and celebrating successes</li> <li>Transition and new opportunities</li> <li>Aligning actions with goals</li> </ul>	

Half term / Key question:	Topic	In this unit of work, students learn...
<b>Autumn 1</b> Independence and aspirations	<b>Developing self-awareness, goal-setting, adaptability and organisation skills:</b> <ul style="list-style-type: none"> <li>• Managing transition to key stage 4 including learning skills</li> <li>• Managing mental health concerns</li> </ul> <p>PoS Refs: H1, H2, H5, H6, H7, H8, H9, H10, H19, H20, H21, L1, L2, L3</p>	<ul style="list-style-type: none"> <li>• skills to improve adaptability and resilience during periods of change or transition and strategies to manage change</li> <li>• learning skills for key stage 4, e.g. organisation, time management and goal setting</li> <li>• about common mental health concerns, such as anxiety, depression and stress and how to respond to early warning signs of unhealthy coping strategies</li> <li>• strategies for managing common mental health concerns, including stress management techniques</li> <li>• about the impact and consequences of substance use, including addiction, on physical and mental health, life chances and personal safety</li> </ul>
<b>Autumn 2</b> Autonomy and advocacy	<b>Developing empathy and compassion, strategies to manage influence and assertive communication:</b> <ul style="list-style-type: none"> <li>• Relationship expectations</li> <li>• Impact of pornography</li> <li>• Identifying and responding to abuse and harassment</li> </ul> <p>PoS Refs: R1, R3, R7, R8, R9, R10, R16, R17, R18, R19, R28, R29, R30, R31, R32</p>	<ul style="list-style-type: none"> <li>• about relationship expectations and how to identify and evaluate own beliefs and values in relation to these</li> <li>• how to assertively communicate relationship expectations</li> <li>• how to recognise manipulation and coercion, how to seek and assertively give or not give consent</li> <li>• how to evaluate and manage the influence of pornography</li> <li>• how to identify the signs of abusive relationships, and where and how to access support and report concerns, including online</li> <li>• to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online</li> <li>• how to respond to harassment, including online, and violence; where to seek help</li> </ul>
<b>Spring 1</b> Choices and influences	<b>Developing agency, decision making and strategies to manage influence and access support:</b>	<ul style="list-style-type: none"> <li>• how to identify risky and emergency situations, including online; how and when to seek help</li> <li>• about the importance of seeking help and giving accurate information, even in cases where there may be legal consequences for those involved</li> </ul>

	<ul style="list-style-type: none"> <li>• First aid and life-saving</li> <li>• Personal safety</li> <li>• Online relationships</li> </ul> <p>PoS Refs: H23, H24, H26, R14, R15, R20, R21, R22</p>	<ul style="list-style-type: none"> <li>• to identify and manage the impact of substance use on personal safety, decision making and sexual behaviour</li> <li>• to consolidate first aid and life-saving skills</li> <li>• to evaluate and manage the opportunities and risks of establishing and conducting relationships online</li> <li>• how to behave legally, ethically and responsibly online, including in online aspects of relationships</li> <li>• how to assess readiness for sexual intimacy, including online and in new relationships, and to evaluate the possible legal, emotional and social consequences</li> </ul>
<p><b>Spring 2</b> Independence and aspirations</p>	<p><b>Developing goal setting, leadership and presentation skills:</b></p> <ul style="list-style-type: none"> <li>• Skills for employment</li> <li>• Applying for employment</li> <li>• Online presence and reputation</li> </ul> <p>PoS Refs: H1, L1, L2, L3, L12, L23</p>	<ul style="list-style-type: none"> <li>• about options available in education, training and employment post-16</li> <li>• how to prepare for employment, including how to write a CV, apply for a job and prepare for interviews</li> <li>• about the importance of skills for employability, e.g. leadership, teamwork and presentation skills</li> <li>• how to create and present a positive personal image and a positive online presence</li> <li>• how to assess and evaluate strengths to set realistic, aspirational goals</li> </ul>
<p><b>Summer 1</b> Autonomy and advocacy</p>	<p><b>Developing respect for diversity, risk management and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>• Nature of committed relationships</li> <li>• Forced marriage</li> <li>• Diversity and discrimination</li> <li>• Extremism</li> </ul> <p>PoS Refs: R4, R5, R6, R9, R33, R34, R35, R37, L24, L25, L26, L27, L28, L29</p>	<ul style="list-style-type: none"> <li>• how to make informed decisions about marriage and other long term commitments</li> <li>• about the unacceptability of forced marriage and how to safely seek help</li> <li>• to respect diversity in gender identity, sexual orientation, faith, race and disability</li> <li>• about rights, roles and responsibilities in a diverse society and how to respect and advocate for them</li> <li>• strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010)</li> <li>• how to manage the influence of gender and sexual norms and stereotyping</li> <li>• about the support available to people with protected characteristics and how to access advice and help for self or others</li> </ul>

		<ul style="list-style-type: none"> <li>• how personal data is generated, collected and shared and may be used with the aim of influencing decisions</li> <li>• how to recognise when social media disproportionately features inaccurate information or extreme viewpoints; how to evaluate the potential impact of this</li> <li>• about extremism, how to reduce the risks and where to seek help</li> </ul>
<p><b>Summer</b>      <b>2</b>  <b>Choices</b>      <b>and</b>  <b>influences</b></p>	<p><b>Developing motivation, organisation, leadership and presentation skills:</b></p> <ul style="list-style-type: none"> <li>• Preparation for, and reflection on, work experience</li> </ul> <p>PoS Refs: H1, L1, L3, L4, L5, L6, L7, L8 L9, L10, L11, L13, L14, L15, L22, L24</p>	<ul style="list-style-type: none"> <li>• how to independently research and apply for work experience opportunities</li> <li>• about rights and responsibilities in the workplace, including in relation to health and safety</li> <li>• how to evaluate and reflect on work experience and use this evaluation to inform future goal-setting</li> <li>• how to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally</li> <li>• how to benefit from opportunities online for career development and manage potential challenges</li> <li>• positive and safe ways to create and share content online and how to take advantage of the opportunities this may offer</li> </ul>

## YEAR 11 —

Half term / Key question:	Topic	In this unit of work, students learn...
<b>Autumn 1</b> Independence and aspirations	<b>Developing resilience and risk management skills:</b> <ul style="list-style-type: none"> <li>• Money management</li> <li>• Fraud and cybercrime</li> <li>• Preparing for adult life</li> </ul> <p>PoS Refs: H4, H18, H22, H25, R35, R36, R37, R38, L16, L17, L18, L19, L20</p>	<ul style="list-style-type: none"> <li>• how to make informed choices about money management</li> <li>• about the risks of gambling, fraud and cybercrime, how to assess these risks and reduce vulnerability to becoming involved</li> <li>• how to assess and evaluate the behaviours and influence of role models</li> <li>• how personal values influence decisions and behaviour in all aspects of life</li> <li>• about the challenges and opportunities transition to adulthood brings</li> <li>• strategies to promote personal safety in new and independent settings, including online</li> </ul>
<b>Autumn 2</b> Autonomy and advocacy	<b>Developing communication and negotiation skills, risk management and support-seeking skills:</b> <ul style="list-style-type: none"> <li>• Relationship values</li> <li>• Maintaining sexual health</li> <li>• Sexual health services</li> <li>• Managing relationship challenges and endings</li> </ul> <p>PoS Refs: H14, H27, H28, H29, R2, R7, R9, R11, R12, R13, R17, R23</p>	<ul style="list-style-type: none"> <li>• how to communicate personal values in relationships</li> <li>• to recognise the importance of respect, pleasure and equity in intimate relationships</li> <li>• ways to effectively choose, negotiate and use contraception and maintain sexual health</li> <li>• about sexual health services, locally, nationally and online, and how to use and access them</li> <li>• how to manage relationship changes safely and respectfully</li> <li>• about relationship challenges, how to manage strong emotions and communicate effectively at such times</li> </ul>
<b>Spring 1</b> Choices and influences	<b>Developing confidence, agency and support-seeking skills:</b> <ul style="list-style-type: none"> <li>• Making safe and healthy lifestyle choices</li> <li>• Health promotion and self-examination</li> <li>• Blood, organ, stem cell donation</li> </ul>	<ul style="list-style-type: none"> <li>• how to manage influences to make healthy lifestyle choices</li> <li>• how and why to maintain a healthy balance between time online and other activities</li> <li>• how to access health services with confidence, e.g. smoking cessation, dental and GP services</li> <li>• how to monitor health, e.g. through self-examination and using screening services</li> </ul>

	<p>PoS Refs: H2, H3, H4, H11, H12, H13, H14, H15, H16, H17, H18, H21</p>	<ul style="list-style-type: none"> <li>• how to assess and manage risks associated with cosmetic and aesthetic procedures, e.g. tattooing, piercings and the use of sunbeds</li> <li>• about blood, organ and stem cell donation and how to make informed decisions in relation to these</li> </ul>	
<p><b>Spring 2</b> Independence and aspirations</p>	<p><b>Developing empathy and compassion, clarifying values and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>• Families and parenting</li> <li>• Fertility, adoption, abortion</li> <li>• Pregnancy and miscarriage</li> <li>• Managing grief and loss</li> </ul> <p>PoS Refs: H5, H30, H31, H32, H33, R4, R6, R13, R17, R24, R25, R26, R27</p>	<ul style="list-style-type: none"> <li>• about different types of relationships and families, including single parents, step parents, same sex parents, blended families, foster and adoptive parents</li> <li>• how to identify and evaluate parenting skills and assess readiness for parenthood</li> <li>• to recognise that fertility changes over time and evaluate the implications of this</li> <li>• to evaluate beliefs, influences and circumstances that inform decisions in relation to pregnancy</li> <li>• how to access appropriate advice and support in relation to pregnancy, including miscarriage</li> <li>• strategies to manage grief and loss, including bereavement and how to access support for self or others</li> <li>• how to show compassion and empathy for others who are experiencing challenging situations</li> </ul>	
<p><b>Summer 1</b> Autonomy and advocacy</p>	<p><b>Developing confidence, self-worth, adaptability and decision making skills:</b></p> <ul style="list-style-type: none"> <li>• Recognising and celebrating successes</li> <li>• Transition and new opportunities</li> <li>• Aligning actions with goals</li> </ul> <p>PoS Refs: H1, H2, L1, L2, L3, L4, L10, L21</p>	<ul style="list-style-type: none"> <li>• how to build self-worth by reflecting on and celebrating successes and reframing setbacks or perceived failures</li> <li>• how to make informed decisions about different education and career pathways</li> <li>• about different types employment and their contractual terms, including full-time, part-time, self-employment and zero hours</li> <li>• how to evaluate the financial advantages, disadvantages and risks in relation to different models of employment</li> <li>• how to set realistic yet aspirational life goals</li> </ul>	