

NCFE

CACHE

Qualification specification

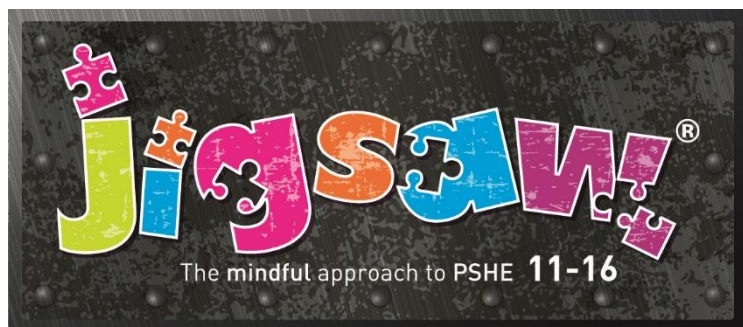
**NCFE CACHE Level 1 Award in Relationships,
Sex and Health Education
QN: 603/4763/6**

**NCFE CACHE Level 2 Award in Relationships,
Sex and Health Education
QN: 603/4764/8**

**NCFE CACHE Level 2 Certificate in
Relationships, Sex and Health Education
QN: 603/4765/X**

This qualification is endorsed by:

Jigsaw PSHE Ltd.



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Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 1.0 July 2019).

Version	Publication Date	Summary of amendments
v1.0	July 2019	First publication
v1.1	January 2020	p.6, information regarding the wellbeing and safeguarding of learners added to Section 1.
v1.2	June 2022	<p>Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access support handbooks.</p> <p>References to Public Health England have been replaced by 'UK Health Security Agency and Office for Health Improvement and Disparities'</p> <p>Link added to the County Lines: Criminal Exploitation of Children</p>
v1.3	July 2024	Updated references to learner resources and learner workbook.

Section 1

About these qualifications

About these qualifications

This Qualification Specification contains details of all the units and assessments required to complete these qualifications.

To ensure that you are using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on the NCFE website.

If you advertise these qualifications using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners
- any photographs in this publication are either our exclusive property or used under licence from a third-party. They are protected under copyright law and cannot be reproduced, copied or manipulated in any form. This includes the use of any image or part of an image in individual or group projects and assessment materials. All images have a signed model release.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Support Handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Qualification summary	
Qualification title	NCFE CACHE Level 1 Award in Relationships, Sex and Health Education
Qualification number (QN)	603/4763/6
Aim reference	60347636
Total Qualification Time (TQT)	80
Guided Learning Hours (GLH)	72

Minimum age	11
Qualification purpose	This qualification is designed to support secondary schools to meet the statutory requirement to deliver Relationships and Sex Education (RSE) and Health Education (HE). It covers all age appropriate criteria as set out by the Department for Education for pupils in Year 7 and 8 (aged 11-13).
Aim	<p>This qualification aims to:</p> <ul style="list-style-type: none"> • provide learners with the knowledge and skills that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy, enabling them to meet the challenges of creating a happy and successful adult life • develop learners' knowledge to help them make sound decisions when facing risks and challenges in a variety of situations. It will help to prepare them for the opportunities, responsibilities and experiences of adult life, while also promoting spiritual, moral, social, cultural, mental and physical development of learners at school and within society.
Rules of combination	Learners must complete mandatory units 01 and 02.
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • Level 2 Award in Relationships, Sex and Health Education • Level 2 Certificate in Relationships, Sex and Health Education.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/4763/6.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Qualification summary	
Qualification title	NCFE CACHE Level 2 Award in Relationships, Sex and Health Education
Qualification number (QN)	603/4764/8
Aim reference	60347648
Total Qualification Time (TQT)	108
Guided Learning Hours (GLH)	96
Minimum age	13
Qualification purpose	This qualification is designed to support secondary schools to meet the statutory requirement to deliver Relationships and Sex Education (RSE) and Health Education (HE). It covers all age appropriate criteria as set out by the Department for Education for pupils in Year 9-11 (aged 13-16).
Aim	<p>This qualification aims to:</p> <ul style="list-style-type: none"> • provide learners with the knowledge and skills that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy, enabling them to meet the challenges of creating a happy and successful adult life • develop learners' knowledge to help them make sound decisions when facing risks and challenges in a variety of situations. It will help to prepare them for the opportunities, responsibilities and experiences of adult life, while also promoting spiritual, moral, social, cultural, mental and physical development of learners at school and within society.
Rules of combination	Learners must complete mandatory units 03, 04 and 05.
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • employment and/or an apprenticeship in the health and social care sector • further education – T Level in Health.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/4764/8.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Qualification summary	
Qualification title	NCFE CACHE Level 2 Certificate in Relationships, Sex and Health Education
Qualification number (QN)	603/4765/X
Aim reference	6034765X
Total Qualification Time (TQT)	188
Guided Learning Hours (GLH)	168
Minimum age	11
Qualification purpose	This qualification is designed to support secondary schools to meet the statutory requirement to deliver Relationships and Sex Education (RSE) and Health Education (HE). It covers all age appropriate criteria as set out by the Department for Education for pupils in Year 7-11 (aged 11-16).
Aim	<p>This qualification aims to:</p> <ul style="list-style-type: none"> • provide learners with the knowledge and skills that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy, enabling them to meet the challenges of creating a happy and successful adult life • develop learners' knowledge to help them make sound decisions when facing risks and challenges in a variety of situations. It will help to prepare them for the opportunities, responsibilities and experiences of adult life, while also promoting spiritual, moral, social, cultural, mental and physical development of learners at school and within society.
Rules of combination	Learners must complete mandatory units 01, 02, 03, 04 and 05.
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • employment and/or an apprenticeship in the health and social care sector • further education – T Level in Health.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/4765/X.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Entry guidance

These qualifications are designed for secondary school aged learners studying compulsory Relationships and Sex Education (RSE) and Health Education (HE).

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, the units of these qualifications are targeted at specific year groups with age and developmental appropriate content.

There are no specific prior skills/knowledge a learner must have for these qualifications.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of them.

Learners registered on these qualifications should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving these qualifications

To be awarded the **Level 1 Award** in Relationships, Sex and Health Education, learners are required to successfully complete **Unit 01** and **Unit 02**.

To be awarded the **Level 2 Award** in Relationships, Sex and Health Education, learners are required to successfully complete **Unit 03**, **Unit 04** and **Unit 05**.

To be awarded the **Level 2 Certificate** in Relationships, Sex and Health Education, learners are required to successfully complete **Unit 01**, **Unit 02**, **Unit 03**, **Unit 04** and **Unit 05**.

Please refer to the list of units below or the unit summaries in Section 2 for further information.

- Unit 01 Relationships, Sex and Health Education (Year 7)
- Unit 02 Relationships, Sex and Health Education (Year 8)
- Unit 03 Relationships, Sex and Health Education (Year 9)
- Unit 04 Relationships, Sex and Health Education (Year 10)
- Unit 05 Relationships, Sex and Health Education (Year 11)

Recognition of Prior Learning (RPL) may be used by centres to support learners to achieve the Level 2 Certificate if they have achieved the Level 1 and/or Level 2 Award. For more information, please refer to the Recognition of Prior Learning (RPL) Credit Accumulation and Transfer (CAT) Policy on the Policies and Documents page on the NCFE website and speak to your External Quality Assurer. Please note additional fees may apply.

To achieve these qualifications, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

This qualification is endorsed by Jigsaw PSHE Ltd.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.

★ Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	GLH	Level 1 Award	Level 2 Award	Level 2 Certificate
★	Unit 01	K/617/6618	Relationships, Sex and Health Education (Year 7)	1	36	✓		✓
★	Unit 02	H/617/6620	Relationships, Sex and Health Education (Year 8)	1	36	✓		✓
★	Unit 03	K/617/6621	Relationships, Sex and Health Education (Year 9)	2	36		✓	✓
★	Unit 04	M/617/6622	Relationships, Sex and Health Education (Year 10)	2	36		✓	✓
★	Unit 05	T/617/6623	Relationships, Sex and Health Education (Year 11)	2	24		✓	✓

The units above are available as standalone unit programmes. Please visit the NCFE website for more information.

How the qualifications are assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed and internally quality assured by centre staff and externally quality assured by NCFE.
-

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to Course File Documents on the NCFE website.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to these qualifications. This document can be found in Section 3.

For further information or guidance about these qualifications, please contact our Customer Support team.

Coverage of Department for Education statutory guidance

The learning outcomes and portfolio requirements are mapped to the Department for Education (England) statutory guidance for RSE and Health Education 2019.

These are mapped in the last column in the following tables to evidence coverage.

Schools fulfilling the statutory guidance will be ideally placed to enter their learners for these qualifications, and entering learners will support the school's compliance as well as its Ofsted inspection on key judgements: 'Personal Development' and 'Behaviour and Attitude'.

These qualifications are developmental and progressive, and are best suited to a spiral RSHE curriculum that sits within a holistic PSHE programme.

Learners that complete the learning outcomes for the Level 1 Award (units 01-02) will have covered all the Department for Education (DfE) statutory requirements age-appropriately, specific to year groups 7 and 8, with the exception of contraception (Unit 03 LO5 and Unit 05 LO3) and self-examination and screening (Unit 04 LO4 and Unit 05 LO3), which are covered in the Level 2 Award and Level 2 Certificate.

Learners that complete the learning outcomes for the Level 2 Award (units 03-05) will have covered all the DfE statutory requirements age-appropriately, specific to year groups 9, 10 and 11.

Learners that complete the learning outcomes for the Level 2 Certificate (units 01-05) will have covered all the DfE statutory requirements age-appropriately, specific to year groups 7-11.

Mapping document

To support curriculum planning, a mapping document is available on the Qualifications page on the NCFE website, demonstrating where the criteria, as set out by the DfE, is covered in these qualifications. Reference numbers have been created to help correlate the criteria to the Qualification Specification.

Right to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE in line with the school's policy on Relationships Education and RSE. The accompanying schemes of work highlight which lessons are planned to include specific sex education. Learners who are withdrawn for the sex education content will be unable to achieve the qualification. Schools should consider this when planning the curriculum.

Unit 01 Relationships, Sex and Health Education (Year 7) (K/617/6618)



Unit summary	By the end of this unit, I will have gained the knowledge and understanding to enable me to make discerning decisions about my health and relationships, and to give me the ability to reflect on my sense of identity and my place in the world.
Guided learning hours	36
Level	1
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes I will:	Portfolio requirements I can:	Page number & signature	RSE & HE statutory guidance
1. Understand how I manage influences on my relationships	1.1 Identify internal and external influences in my life		<ul style="list-style-type: none"> • Respectful relationships a, b & d • Online and media a • Being safe a • Intimate relationships d • Mental wellbeing b & e • Internet safety a & b
	1.2 Give examples of things that might influence my behaviour online		
	1.3 Explain how to maintain positive relationships with others both online and offline		
	1.4 State how to report online risks		
2. Understand how respect impacts on relationships	2.1 Describe what the Equality Act says about 'protected characteristics'		<ul style="list-style-type: none"> • Families g • Respectful relationships a, b, c, d, e, f & h • Being safe a
	2.2 Describe how bullying might involve prejudice and/or discrimination		
	2.3 Explain why stereotyping isn't helpful		
	2.4 Give examples of prejudice and/or discrimination that have affected different groups of people		
3. Understand that the choices I make affect my relationships, health and future	3.1 Identify some of my dreams and goals		<ul style="list-style-type: none"> • Families g • Respectful relationships a & f • Being safe a • Intimate relationships b & d • Mental wellbeing e • Drugs, alcohol and tobacco a & c
	3.2 Explain how responsible choices enable me to move towards my dreams and goals		
	3.3 Give an example of when a risky or unsafe choice could affect a person's dreams and goals		

	3.4 Demonstrate how to respond in a situation requiring first aid		<ul style="list-style-type: none"> • Basic first aid a, b & c
4. Understand how to be healthy	4.1 Explain why people need to take responsibility for their health		<ul style="list-style-type: none"> • Mental wellbeing a, c, e & f • Physical health a & b • Healthy eating a • Drugs, alcohol and tobacco a, c, e & f • Health and prevention d & e
	4.2 Describe techniques some people could use to manage their emotions		
	4.3 State some of the changes that happen in the body when it experiences stress		
	4.4 Explain some ways to manage stress		
	4.5 Give examples of healthy and less healthy lifestyle choices		
5. Understand what can make a relationship healthy or unhealthy	5.1 Describe behaviours that help make relationships healthy		<ul style="list-style-type: none"> • Families a & g • Respectful relationships a, b & d • Online and media a, b, c & d • Being safe a & b • Intimate relationships a, b & d • Mental wellbeing e • Internet safety a & b
	5.2 Describe attitudes that help make relationships healthy		
	5.3 Describe behaviours that could make relationships unhealthy		
	5.4 Describe attitudes that could make relationships unhealthy		
	5.5 Explain why being discerning is important to people's wellbeing		
	5.6 Give examples of skills people can use to stay happy and healthy in their relationships		
6. Understand the range of changes which are preparing me for adulthood	6.1 Describe the range of changes people may experience during puberty		<ul style="list-style-type: none"> • Families a, b, d, e & f • Respectful relationships a, c & d • Online and media a, b & c, • Intimate relationships a, c, g & h • Mental wellbeing b • Internet safety a • Changing adolescent body a & b
	6.2 Explain why developing a positive body image is important		
	6.3 Describe how a baby can be conceived and born		
	6.4 Outline the most important things I would need to consider when thinking about having my own children		

Assessment guidance

Delivery and assessment

Effective delivery of this work will necessitate a safe learning environment created and maintained by the use of established and owned ground rules, clear expectations and a positive and authentic Teacher-learner relationship.

Teaching and learning is expected to be interactive, with all learners being offered the opportunity to contribute and having the right to pass. Learners will find it useful to work independently and in pairs, as well as in small and large groups.

Interactive methods might include: discussions, debates, scenarios, role-play, games, story boards, freeze-framing, creative media, IT, stories (news and fiction), film clips, writing, poetry, songs and lyrics, music, physical activities like decision-continuums and conscience alleys.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 01

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required providing the learner has a personalised and secure login.

Recommended assessment methods

Each learner must generate evidence to demonstrate achievement of all the learning outcomes associated with each unit. [Grades are not awarded.]

Unit 02 Relationships, Sex and Health Education (Year 8) (H/617/6620)



Unit summary	By the end of this unit, I will understand the relationship I have with myself, my sense of identity, influences on me (including media and social media) and how these can impact on the decisions I make relating to my health, relationships and future.
Guided learning hours	36
Level	1
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes I will:	Portfolio requirements I can:	Page number & signature	RSE and HE statutory guidance
1. Understand how to identify influences and differences and use these positively in my relationships	1.1 Explain how personal beliefs can influence someone's self identity		<ul style="list-style-type: none"> • Families a,b, c, d & e • Respectful relationships a, b, c & d • Online and media a
	1.2 Give examples of some of the influences on people's self identity		
	1.3 Give examples of different people's beliefs about the importance of marriage		
	1.4 Give an example of how respecting someone's right to hold opinions different from mine could benefit a relationship		
2. Understand how respect and equality, or the lack of these, affects relationships	2.1 Give examples of social injustice		<ul style="list-style-type: none"> • Respectful relationships a, b, c, d, f & h • Being safe a • Mental wellbeing b & f • Physical health c
	2.2 Describe how prejudice and discrimination can be challenged		
	2.3 Explain how making a positive contribution to a community can support someone's mental wellbeing		
3. Understand that choices I make now can affect my future	3.1 Give examples of when money can be a positive or a negative factor in a person's life		<ul style="list-style-type: none"> • Online and media a, b, c, d & h • Mental wellbeing d, e & f • Internet safety a
	3.2 Identify some employability skills I am developing		
	3.3 Explain how my online activity could both positively and negatively affect my future		

4. Understand how to manage risks to my health and wellbeing	4.1 Identify some of the influences that could impact negatively on a person's mental and physical health		<ul style="list-style-type: none"> • Families g • Respectful relationships a, f • Mental wellbeing c, d, e & f • Physical health a & b • Drugs, alcohol and tobacco a, b, c, d, e & f • Health and prevention a, b & d
	4.2 Explain how different substances can affect health		
	4.3 Describe how to resist peer pressure when it could lead to unwanted risk		
	4.4 Demonstrate ways to help me stay healthy		
5. Understand how to recognise and manage the internal and external influences on my relationships	5.1 Show how the media (including social media) could influence how I feel about myself		<ul style="list-style-type: none"> • Respectful relationships a, b & d • Online and media a, b, c, d & g • Being safe a & b • Mental wellbeing e • Intimate relationships a & b • Internet safety a & b
	5.2 Show how the media (including social media) could influence my relationships with others, positively or negatively		
	5.3 Identify relationship skills that are helpful for me to know and practise		
	5.4 Identify signs of coercive control in a relationship		
	5.5 Describe how people can get support if they are in controlling relationships		
6. Understand factors that can make an intimate relationship happy and healthy	6.1 Describe the human sexual response including sexual attraction		<ul style="list-style-type: none"> • Families a, b, c, d, e & g • Respectful relationships a, b, c, d, e, f & g • Online and media e, f & g • Being safe a & b • Mental wellbeing b & e • Intimate relationships a, b, d, e, j, k & i • Internet safety a & b
	6.2 List things people can do to help an intimate relationship with another person be positive		
	6.3 Identify behaviours that can make an intimate relationship unhealthy or harmful		
	6.4 Identify where I can access support and help if I am concerned about a relationship issue		

Assessment guidance

Delivery and assessment

Effective delivery of this work will necessitate a safe learning environment created and maintained by the use of established and owned ground rules, clear expectations and a positive and authentic Teacher-learner relationship.

Teaching and learning is expected to be interactive, with all learners being offered the opportunity to contribute and having the right to pass. Learners will find it useful to work independently and in pairs, as well as in small and large groups.

Interactive methods might include: discussions, debates, scenarios, role-play, games, story boards, freeze-framing, creative media, IT, stories (news and fiction), film clips, writing, poetry, songs and lyrics, music, physical activities like decision-continuums and conscience alleys.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 02

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required providing the learner has a personalised and secure login.

Recommended assessment methods

Each learner must generate evidence to demonstrate achievement of all the learning outcomes associated with each unit. [Grades are not awarded.]

Unit 03 Relationships, Sex and Health Education (Year 9) (K/617/6621)



Unit summary	By the end of this unit, I will understand my own sense of identity and know how to build my resilience, and physical and mental health in order to be safe, develop healthy relationships, cope positively with change, assess and manage risk, and plan for my successful future.
Guided learning hours	36
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes I will:	Portfolio requirements I can:	Page number & signature	RSE & HE statutory guidance
1. Understand how the choices I make and the risks I take impact on my health and relationships	1.1 Differentiate between the influences that could impact positively and negatively on self identity		<ul style="list-style-type: none"> • Families g • Respectful relationships a, d & f • Online and media a • Mental wellbeing b & e • Being safe a & b • Intimate relationships a, b, d & k • Drugs, alcohol and tobacco c
	1.2 Discuss the links between a person's self-esteem and risky behaviour choices		
	1.3 Apply my knowledge about risk to suggest ways to keep myself safe		
2. Understand how prejudice, discrimination and bullying can arise and how these can affect mental health	2.1 Discuss how prejudice or discrimination may lead to bullying or violence		<ul style="list-style-type: none"> • Respectful relationships a, b, c, d, e, f & h • Online and media a & d • Mental wellbeing a, b & e • Being safe a • Internet safety b
	2.2 Differentiate between behaviours that are bullying and those that are not		
	2.3 Explain how someone could get help if they were being bullied through the Internet or social media		
	2.4 Describe the links between either discrimination or bullying and mental ill-health		

3. Understand my own mental health and how to recognise signs of mental ill-health in myself and others	3.1 Explain how body image and mental health are linked		<ul style="list-style-type: none"> • Respectful relationships a, b & d • Online and media a, b, c, d & h • Mental wellbeing a, b, c, d & e • Internet safety a & b • Physical health b • Healthy eating a
	3.2 Explain why it is important to be discerning as a media consumer		
	3.3 Describe examples of mental ill-health		
	3.4 Give an example of how people can plan for their healthy future		
4. Understand how substances can affect wellbeing	4.1 Explain ways that I can look after my body to help prevent disease/promote good health		<ul style="list-style-type: none"> • Intimate relationships k • Mental wellbeing a, d & e • Physical health b • Drugs, alcohol and tobacco a, b, c, d, e & f • Health and prevention b • Basic first aid b
	4.2 Assess the various risks in scenarios involving different substances		
	4.3 Explain some of the laws relating to substance use and misuse		
	4.4 Explain how mental health problems and substance misuse are linked		
	4.5 Demonstrate how to respond in an emergency situation requiring first aid		
5. Understand that respect and choice underpin healthy intimate relationships	5.1 Discuss the choices people have when considering starting a sexual relationship		<ul style="list-style-type: none"> • Families b, f & g • Respectful relationships a, b & g • Being safe a & b • Intimate relationships a, b, c, d, e, f, i, j & l • Health and prevention a • Changing adolescent body a
	5.2 Describe the purpose of the law on sexual consent		
	5.3 Explain how people can keep themselves safe within an intimate/sexual relationship		
6. Understand how change can affect mental health	6.1 Describe scenarios in which people develop resilience to cope with emotionally challenging situations		<ul style="list-style-type: none"> • Mental wellbeing a, c & e • Health and prevention e
	6.2 Identify skills that help me manage change positively		
	6.3 Explain ways people can get help with mental health problems		

Assessment guidance

Delivery and assessment

Effective delivery of this work will necessitate a safe learning environment created and maintained by the use of established and owned ground rules, clear expectations and a positive and authentic Teacher-learner relationship.

Teaching and learning is expected to be interactive, with all learners being offered the opportunity to contribute and having the right to pass. Learners will find it useful to work independently and in pairs, as well as in small and large groups.

Interactive methods might include: discussions, debates, scenarios, role-play, games, story boards, freeze-framing, creative media, IT, stories (news and fiction), film clips, writing, poetry, songs and lyrics, music, physical activities like decision-continuums and conscience alleys.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 03

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required providing the learner has a personalised and secure login.

Recommended assessment methods

Each learner must generate evidence to demonstrate achievement of all the learning outcomes associated with each unit. [Grades are not awarded.]

Unit 04 Relationships, Sex and Health Education (Year 10) (M/617/6622)



Unit summary	By the end of this unit, I will understand how change (eg in society and families) and health and equality issues can affect people and relationships. I will understand what contributes to a healthy relationship, about sexual health and social influences (including pornography and social media), and will have considered family and parenting relationships and my goals for the future.
Guided learning hours	36
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes I will:	Portfolio requirements I can:	Page number & signature	RSE & HE statutory guidance
1. Understand how to be safe in my online and offline relationships	1.1 Describe scenarios in which online activity could lead to risk and harm		<ul style="list-style-type: none"> • Families g • Internet safety a & b • Online and media e, f & g • Mental wellbeing e
	1.2 Assess factors that make behaviour safer or less safe online and offline		
	1.3 Describe the steps I can take to keep myself and others safe online and offline		
2. Understand how equality and inequality can affect relationships	2.1 Define what equality means in the UK		<ul style="list-style-type: none"> • Respectful relationships c, d, e, f, g & h • Being safe a
	2.2 Explain how being treated unequally can affect a person's physical and mental wellbeing		
	2.3 Describe ways that some people campaign for equality		
3. Understand how relationships and being part of a community can support people	3.1 Describe how relationships can support people in achieving their goals		<ul style="list-style-type: none"> • Families a & b • Respectful relationships e • Mental wellbeing a, b & f • Physical health a
	3.2 Describe a scenario in which blood, organ or stem cell donation may bring benefit to the donor and recipient		
	3.3 Demonstrate how my understanding of physical health can help me plan a successful future		

4. Understand how to take responsibility for my health and for preventing future health problems	4.1 Explain a range of threats to health and how these can be prevented		<ul style="list-style-type: none"> • Mental wellbeing c, e & f • Physical health a, b & c • Healthy eating a • Drugs, alcohol and tobacco c, e & f • Health and prevention a & c
	4.2 Explain how I could enhance my own physical health		
	4.3 Explain how people can maintain good sexual health once they become sexually active		
5. Understand the importance of love, trust and respect in intimate relationships and what can happen when these are missing	5.1 Compare the benefits and challenges of different types of long-term relationships, including marriage		<ul style="list-style-type: none"> • Intimate relationships a, c, d & e • Families a, c, d & e • Online and media f • Mental wellbeing b
	5.2 Assess whether all healthy relationships need some kind of love involved in them		
	5.3 Explain how the media portrayal of relationships can affect people's expectations of their own relationships		
6. Understand that change can feel positive and negative	6.1 Identify changes in society that could affect people's perceptions of relationships		<ul style="list-style-type: none"> • Families b & f • Online and media h • Changing adolescent body b • Respectful relationships a • Intimate relationships e & k • Mental wellbeing a
	6.2 Reflect on when I have coped positively with change		
	6.3 Explain how changes in families can affect people's relationships in the present and the future		

Assessment guidance

Delivery and assessment

Effective delivery of this work will necessitate a safe learning environment created and maintained by the use of established and owned ground rules, clear expectations and a positive and authentic Teacher-learner relationship.

Teaching and learning is expected to be interactive, with all learners being offered the opportunity to contribute and having the right to pass. Learners will find it useful to work independently and in pairs, as well as in small and large groups.

Interactive methods might include: discussions, debates, scenarios, role-play, games, story boards, freeze-framing, creative media, IT, stories (news and fiction), film clips, writing, poetry, songs and lyrics, music, physical activities like decision-continuums and conscience alleys.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 04

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required providing the learner has a personalised and secure login.

Recommended assessment methods

Each learner must generate evidence to demonstrate achievement of all the learning outcomes associated with each unit. [Grades are not awarded.]

Unit 05 Relationships, Sex and Health Education (Year 11) (T/617/6623)



Unit summary	By the end of this unit, I will be able to think maturely about the nature of intimate relationships and how personal identity is a key factor in shaping the relationships people choose. I will understand sexual and reproductive health, rights and responsibilities and will have considered my future goals.
Guided learning hours	24
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes I will:	Portfolio requirements I can:	Page number & signature	RSE & HE statutory guidance
1. Understand some of the rights and responsibilities that affect me, including preserving life and helping others	1.1 Provide information on key legislation affecting relationships		<ul style="list-style-type: none"> • Internet safety a & b • Being safe a & b • Families c • Basic first aid a, b & c
	1.2 Explain the law relating to online activity and young people, including law relating to sexually explicit content		
	1.3 Describe how someone could take responsibility in an emergency situation requiring first aid		
2. Understand what I need to do to achieve successful health, relationships and life goals	2.1 Plan the steps I need to take to help me achieve my goals		<ul style="list-style-type: none"> • Families b, e, f & g • Online and media g • Intimate relationships k • Drugs, alcohol and tobacco a, b, c & d
	2.2 Discuss the skills needed to help maintain healthy, happy relationships		
	2.3 Assess skills which can be developed to make achieving goals more likely		
3. Understand the importance of sexual and reproductive health	3.1 Outline the range of ways people can maintain their sexual and reproductive health		<ul style="list-style-type: none"> • Intimate relationships c, d, e, f, g, h, i, j, k & l • Internet safety a • Online and media e, f & g • Drugs, alcohol and tobacco a, c & e • Health and prevention e
	3.2 Explain facts relating to pregnancy (including miscarriage) and choices people have in relation to pregnancy		

	3.3 Describe where to go for confidential advice and help concerning sexual and reproductive health		
4. Understand that relationships are influenced by personal identity	4.1 Discuss some ways a school community could support inclusion and equalities so that everyone's personal identity is respected, including their gender identity and sexual orientation		<ul style="list-style-type: none"> • Families g • Internet safety b • Respectful relationships e, f & g • Being safe a & b
	4.2 Discuss a range of relationship scenarios where there is a power imbalance and how this affects those involved		
	4.3 Discuss how different people consider their readiness for sexual intimacy		

Assessment guidance

Delivery and assessment

Effective delivery of this work will necessitate a safe learning environment created and maintained by the use of established and owned ground rules, clear expectations and a positive and authentic Teacher-learner relationship.

Teaching and learning is expected to be interactive, with all learners being offered the opportunity to contribute and having the right to pass. Learners will find it useful to work independently and in pairs, as well as in small and large groups.

Interactive methods might include: discussions, debates, scenarios, role-play, games, story boards, freeze-framing, creative media, IT, stories (news and fiction), film clips, writing, poetry, songs and lyrics, music, physical activities like decision-continuums and conscience alleys.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 05

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required providing the learner has a personalised and secure login.

Recommended assessment methods

Each learner must generate evidence to demonstrate achievement of all the learning outcomes associated with each unit. [Grades are not awarded.]

Section 3

Explanation of terms

Explanation of terms

This table explains how the terms used at **Level 1** in the unit content are applied to these qualifications (not all verbs are used in these qualifications).

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of...)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
Locate	Find or identify.
List	Make a list of words, sentences or comments.
Outline	Identify or describe the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
Show	Give information that includes clear knowledge about the subject.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.

This table explains how the terms used at **Level 2** in the unit content are applied to these qualifications (not all verbs are used in these qualifications).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points....)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable formats.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 4

Additional information

Additional information

Resource requirements

To assist in the delivery of these qualifications, learners must have access to a safe learning environment created and maintained by the use of established and owned ground rules, clear expectations and a positive and authentic Teacher-learner relationship.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of these qualifications, including:

- schemes of work
- learner workbooks
- mapping document.

Please check the Qualifications page on the NCFE website for more information and to see what is available for these qualifications.

Third-party learning resources

Jigsaw 11-16 (Secondary PSHE)

Jigsaw, the mindful approach to PSHE 11-16, provides a whole-school comprehensive programme and comprises 6 units of work, aligned to the learning outcomes and designed to be taught in sequence.

The workbooks provided by Jigsaw are endorsed by NCFE and must be used alongside the Qualification Specification.

For more information about Jigsaw 11-16 (Secondary PSHE), please visit www.jigsawpshe.com.

iAchieve

iAchieve is an online learning solution providing engaging learning and assessment materials that cover all of the learning outcomes and portfolio requirements needed to achieve these qualifications. iAchieve is a simple way to deliver, track and manage technical options.

For more information about iAchieve, please visit www.iachieve.org.uk.

Relationships Education

Safeguarding: NSPCC PANTS rule with film

<https://www.nspcc.org.uk/preventingabuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>

Example of model primary curricula

<http://catholiceducation.org.uk/schools/relationshipsex-education>

Relationships and Sex Education

Sexual health and relationships: up-to-date information on all aspects of sexual and reproductive health available at <https://sexwise.fpa.org.uk> which teachers may find helpful for their knowledge.

Abuse in relationships: Disrespect NoBody (Home Office and Government Equalities Office)
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing>

Consent: PSHE Association lesson plans
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key>

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary schools
<https://www.stonewall.org.uk/resources/different-families-same-love-pack>

Resources covering all contexts, including online, and specifically relationships, bullying, alcohol, smoking, stress and body image: UK Health Security Agency and Office for Health Improvement and Disparities' website with videos made by young people and resources tested with teachers
https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PShea_EdComs_Resource_listing_Sep17

Example of model secondary curricula
<http://catholiceducation.org.uk/schools/relationshipsex-education>

Mental Health

Mental health and emotional wellbeing: PSHE Association lesson plans
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidancepreparing-teach-about-mental-health-and>

MindEd educational resources on children and young people's mental health
<https://www.minded.org.uk/>

Mental Health Foundation, Mental health in schools: Make it count
<https://www.mentalhealth.org.uk/campaigns/mental-health-schools-make-it-count>

Mental Health First Aid Resources
<https://mhfaengland.org/mhfa-centre/resources/>

Online Safety

Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF

Sexting: UKCCIS advice for schools on preventative education and managing reports of sexting
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Thinkuknow is the education programme from National Crime Agency (NCA) Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, Teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

www.thinkuknow.co.uk/

PSHE

PSHE Association Programme of study for KS1-5

www.pshe-association.org.uk/topics/relationships-sex-education

Extremism and Radicalisation

Practical advice and information for Teachers, Teachers in leadership positions and parents on protecting children from extremism and radicalisation

www.educateagainsthate.com

Criminal Exploitation

County Lines: Criminal Exploitation of Children

www.safe4me.co.uk/portfolio/child-criminal-exploitation-county-lines/

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