

**NCFE CACHE  
Relationships, Sex and  
Health Education  
qualifications  
(603/4763/6), (603/4764/8),  
(603/4765/X)**

Qualification Specification

This qualification is endorsed by:

Jigsaw PSHE Ltd.



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# 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 QualHub.

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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## Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook on the Qualifications page on QualHub, which contains additional supporting information to help with the planning, delivery and assessment, such as:

- definition of Total Qualification Time (TQT)
- quality assurance
- staffing requirements
- assessment
- qualification support
- equality and diversity
- equal opportunities.

This Qualification Specification contains all of the qualification specific information you will need that is not covered in the Support Handbook.

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Qualification summary	
<b>Qualification title</b>	NCFE CACHE Level 1 Award in Relationships, Sex and Health Education
<b>Qualification number (QN)</b>	603/4763/6
<b>Aim reference</b>	60347636
<b>Total Qualification Time (TQT)</b>	80
<b>Guided Learning Hours (GLH)</b>	72
<b>Minimum age</b>	11
<b>Qualification purpose</b>	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).
<b>Aim</b>	<p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul>
<b>Rules of combination</b>	Learners must complete mandatory units 01 and 02.
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.
<b>Progression</b>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• Level 2 Award in Relationships, Sex and Health Education</li> <li>• Level 2 Certificate in Relationships, Sex and Health Education.</li> </ul>
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 603/4763/6.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Qualification summary	
<b>Qualification title</b>	NCFE CACHE Level 2 Award in Relationships, Sex and Health Education
<b>Qualification number (QN)</b>	603/4764/8
<b>Aim reference</b>	60347648
<b>Total Qualification Time (TQT)</b>	108
<b>Guided Learning Hours (GLH)</b>	96
<b>Minimum age</b>	13
<b>Qualification purpose</b>	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).
<b>Aim</b>	<p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul>
<b>Rules of combination</b>	Learners must complete mandatory units 03, 04 and 05.
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.
<b>Progression</b>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• employment and/or an apprenticeship in the health and social care sector</li> <li>• further education – T Level in Health.</li> </ul>
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 603/4764/8.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Qualification summary	
<b>Qualification title</b>	NCFE CACHE Level 2 Certificate in Relationships, Sex and Health Education
<b>Qualification number (QN)</b>	603/4765/X
<b>Aim reference</b>	6034765X
<b>Total Qualification Time (TQT)</b>	188
<b>Guided Learning Hours (GLH)</b>	168
<b>Minimum age</b>	11
<b>Qualification purpose</b>	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).
<b>Aim</b>	<p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>
<b>Rules of combination</b>	Learners must complete mandatory units 01, 02, 03, 04 and 05.
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.
<b>Progression</b>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>employment and/or an apprenticeship in the health and social care sector</li> <li>further education – T Level in Health.</li> </ul>
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 603/4765/X.
<b>Funding</b>	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).

Entry is at the discretion of the centre. 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.

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## 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 QualHub 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.

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## 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 lightbulb. If a unit is not marked with a lightbulb, 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 [www.qualhub.co.uk](http://www.qualhub.co.uk) 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.

A workbook is available on our website for learners to use to populate with evidence. The workbook can be altered to meet your specific needs or you can create your own portfolio/assessment methods. If you do create your own assessment methods, you should check with your External Quality Assurer if it is acceptable.

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## **Learner workbook**

These qualifications are internally assessed using a learner workbook that covers 100% of the learning outcomes. The learning outcomes specify what each learner has to achieve and are included in Section 2 of this Qualification Specification

The workbook is produced and distributed by NCFE. It comprises a range of activities, tasks and suggested evidence to collectively cover all the learning outcomes and portfolio requirements. This gives learners a straightforward way of ensuring they meet all the criteria.

All responses in each learner workbook must be assessed by Assessors in the centre. A reasonable sample of workbooks must then be assessed by an Internal Quality Assurer.

Assessors must be satisfied that learners have successfully completed the workbook. Assessors are also responsible for supporting learners through the assessment process.

Additional activities and evidence gathering can be used by centres, if required and as appropriate, to support learners to complete their workbook. However, only the learner workbook is formally assessed for achievement of these qualifications.

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## **Internal assessment**

We have created a learner workbook for the internally assessed units. The activities have been designed to allow learners to provide evidence to meet all of the learning outcomes.

Each learner must complete all activities to demonstrate achievement of all the learning outcomes associated with each unit. Any work submitted for internal assessment must be authenticated and attributable to the learner. Learners must declare that the work produced is their own and the Assessor must countersign this. The Teacher/Tutor must be satisfied that the work produced is the learner's own.

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 QualHub.

## **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 QualHub.

## **Feedback to learners**

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

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# 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 the workbooks, other types of evidence are acceptable if all learning outcomes 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 our Quality Assurance team.

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.

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## **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 QualHub, 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.

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

<b>Unit summary</b>	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.
<b>Guided learning hours</b>	36
<b>Level</b>	1
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> I will:	<b>Portfolio requirements</b> I can:	<b>Page number &amp; signature</b>	<b>RSE &amp; HE statutory guidance</b>
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"> <li>• <b>Respectful relationships</b> a, b &amp; d</li> <li>• <b>Online and media</b> a</li> <li>• <b>Being safe</b> a</li> <li>• <b>Intimate relationships</b> d</li> <li>• <b>Mental wellbeing</b> b &amp; e</li> <li>• <b>Internet safety</b> a &amp; b</li> </ul>
	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"> <li>• <b>Families</b> g</li> <li>• <b>Respectful relationships</b> a, b, c, d, e, f &amp; h</li> <li>• <b>Being safe</b> a</li> </ul>
	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"> <li>• <b>Families</b> g</li> <li>• <b>Respectful relationships</b> a &amp; f</li> <li>• <b>Being safe</b> a</li> <li>• <b>Intimate relationships</b> b &amp; d</li> <li>• <b>Mental wellbeing</b> e</li> <li>• <b>Drugs, alcohol and tobacco</b> a &amp; c</li> <li>• <b>Basic first aid</b> a, b &amp; c</li> </ul>
	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		



4. Understand how to be healthy	4.1 Explain why people need to take responsibility for their health		<ul style="list-style-type: none"> <li>• <b>Mental wellbeing</b> a, c, e &amp; f</li> <li>• <b>Physical health</b> a &amp; b</li> <li>• <b>Healthy eating</b> a</li> <li>• <b>Drugs, alcohol and tobacco</b> a, c, e &amp; f</li> <li>• <b>Health and prevention</b> d &amp; e</li> </ul>
	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"> <li>• <b>Families</b> a &amp; g</li> <li>• <b>Respectful relationships</b> a, b &amp; d</li> <li>• <b>Online and media</b> a, b, c &amp; d</li> <li>• <b>Being safe</b> a &amp; b</li> <li>• <b>Intimate relationships</b> a, b &amp; d</li> <li>• <b>Mental wellbeing</b> e</li> <li>• <b>Internet safety</b> a &amp; b</li> </ul>
	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"> <li>• <b>Families</b> a, b, d, e &amp; f</li> <li>• <b>Respectful relationships</b> a, c &amp; d</li> <li>• <b>Online and media</b> a, b &amp; c,</li> <li>• <b>Intimate relationships</b> a, c, g &amp; h</li> <li>• <b>Mental wellbeing</b> b</li> <li>• <b>Internet safety</b> a</li> <li>• <b>Changing adolescent body</b> a &amp; b</li> </ul>
	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.

The unit workbook comprises a range of activities, tasks and suggested evidence to collectively cover all the learning outcomes and portfolio requirements. This gives learners a straightforward way of ensuring they meet all the unit requirements.

### 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

A workbook is available to capture and demonstrate learners' evidence and ability to meet the learning outcomes and portfolio requirements of the unit in these qualifications.

If you are proposing to use an assessment method other than the workbook, you should contact your External Quality Advisor with full details of your proposed method. It may need formal approval from us before it can be used.

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)**

<b>Unit summary</b>	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.
<b>Guided learning hours</b>	36
<b>Level</b>	1
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> I will:	<b>Portfolio requirements</b> I can:	<b>Page number &amp; signature</b>	<b>RSE and HE statutory guidance</b>
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"> <li>• <b>Families</b> a,b, c, d &amp; e</li> <li>• <b>Respectful relationships</b> a, b, c &amp; d</li> <li>• <b>Online and media</b> a</li> </ul>
	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"> <li>• <b>Respectful relationships</b> a, b, c, d, f &amp; h</li> <li>• <b>Being safe</b> a</li> <li>• <b>Mental wellbeing</b> b &amp; f</li> <li>• <b>Physical health</b> c</li> </ul>
	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"> <li>• <b>Online and media</b> a, b, c, d &amp; h</li> <li>• <b>Mental wellbeing</b> d, e &amp; f</li> <li>• <b>Internet safety</b> a</li> </ul>
	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	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"> <li>• <b>Families</b> g</li> <li>• <b>Respectful relationships</b> a, f</li> <li>• <b>Mental wellbeing</b> c, d, e &amp; f</li> </ul>

health and wellbeing	4.2 Explain how different substances can affect health		<ul style="list-style-type: none"> <li>• <b>Physical health</b> a &amp; b</li> <li>• <b>Drugs, alcohol and tobacco</b> a, b, c, d, e &amp; f</li> <li>• <b>Health and prevention</b> a, b &amp; d</li> </ul>
	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"> <li>• <b>Respectful relationships</b> a, b &amp; d</li> <li>• <b>Online and media</b> a, b, c, d &amp; g</li> <li>• <b>Being safe</b> a &amp; b</li> <li>• <b>Mental wellbeing</b> e</li> <li>• <b>Intimate relationships</b> a &amp; b</li> <li>• <b>Internet safety</b> a &amp; b</li> </ul>
	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"> <li>• <b>Families</b> a, b, c, d, e &amp; g</li> <li>• <b>Respectful relationships</b> a, b, c, d, e, f &amp; g</li> <li>• <b>Online and media</b> e, f &amp; g</li> <li>• <b>Being safe</b> a &amp; b</li> <li>• <b>Mental wellbeing</b> b &amp; e</li> <li>• <b>Intimate relationships</b> a, b, d, e, j, k &amp; i</li> <li>• <b>Internet safety</b> a &amp; b</li> </ul>
	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.

The unit workbook comprises a range of activities, tasks and suggested evidence to collectively cover all the learning outcomes and portfolio requirements. This gives students a straightforward way of ensuring they meet all the unit requirements.

### 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

A workbook is available to capture and demonstrate learners' evidence and ability to meet the learning outcomes and portfolio requirements of the unit in these qualifications.

If you are proposing to use an assessment method other than the workbook, you should contact your External Quality Advisor with full details of your proposed method. It may need formal approval from us before it can be used.

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)**

<b>Unit summary</b>	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.
<b>Guided learning hours</b>	36
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> I will:	<b>Portfolio requirements</b> I can:	<b>Page number &amp; signature</b>	<b>RSE &amp; HE statutory guidance</b>
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"> <li>• <b>Families</b> g</li> <li>• <b>Respectful relationships</b> a, d &amp; f</li> <li>• <b>Online and media</b> a</li> <li>• <b>Mental wellbeing</b> b &amp; e</li> <li>• <b>Being safe</b> a &amp; b</li> <li>• <b>Intimate relationships</b> a, b, d &amp; k</li> <li>• <b>Drugs, alcohol and tobacco</b> c</li> </ul>
	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"> <li>• <b>Respectful relationships</b> a, b, c, d, e, f &amp; h</li> <li>• <b>Online and media</b> a &amp; d</li> <li>• <b>Mental wellbeing</b> a, b &amp; e</li> <li>• <b>Being safe</b> a</li> <li>• <b>Internet safety</b> b</li> </ul>
	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"> <li>• <b>Respectful relationships</b> a, b &amp; d</li> <li>• <b>Online and media</b> a, b, c, d &amp; h</li> <li>• <b>Mental wellbeing</b> a, b, c, d &amp; e</li> <li>• <b>Internet safety</b> a &amp; b</li> <li>• <b>Physical health</b> b</li> <li>• <b>Healthy eating</b> a</li> </ul>
	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"> <li>• <b>Intimate relationships</b> k</li> <li>• <b>Mental wellbeing</b> a, d &amp; e</li> <li>• <b>Physical health</b> b</li> <li>• <b>Drugs, alcohol and tobacco</b> a, b, c, d, e &amp; f</li> <li>• <b>Health and prevention</b> b</li> <li>• <b>Basic first aid</b> b</li> </ul>
	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"> <li>• <b>Families</b> b, f &amp; g</li> <li>• <b>Respectful relationships</b> a, b &amp; g</li> <li>• <b>Being safe</b> a &amp; b</li> <li>• <b>Intimate relationships</b> a, b, c, d, e, f, i, j &amp; l</li> <li>• <b>Health and prevention</b> a</li> <li>• <b>Changing adolescent body</b> a</li> </ul>
	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"> <li>• <b>Mental wellbeing</b> a, c &amp; e</li> <li>• <b>Health and prevention</b> e</li> </ul>
	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.

The unit workbook comprises a range of activities, tasks and suggested evidence to collectively cover all the learning outcomes and portfolio requirements. This gives learners a straightforward way of ensuring they meet all the unit requirements.

### 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

A workbook is available to capture and demonstrate learners' evidence and ability to meet the learning outcomes and portfolio requirements of the unit in these qualifications.

If you are proposing to use an assessment method other than the workbook, you should contact your External Quality Advisor with full details of your proposed method. It may need formal approval from us before it can be used.

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)**

<b>Unit summary</b>	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.
<b>Guided learning hours</b>	36
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> I will:	<b>Portfolio requirements</b> I can:	<b>Page number &amp; signature</b>	<b>RSE &amp; HE statutory guidance</b>
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"> <li>• <b>Families</b> g</li> <li>• <b>Internet safety</b> a &amp; b</li> <li>• <b>Online and media</b> e, f &amp; g</li> <li>• <b>Mental wellbeing</b> e</li> </ul>
	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"> <li>• <b>Respectful relationships</b> c, d, e, f, g &amp; h</li> <li>• <b>Being safe</b> a</li> </ul>
	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"> <li>• <b>Families</b> a &amp; b</li> <li>• <b>Respectful relationships</b> e</li> <li>• <b>Mental wellbeing</b> a, b &amp; f</li> <li>• <b>Physical health</b> a</li> </ul>
	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	4.1 Explain a range of threats to health and how these can be prevented		<ul style="list-style-type: none"> <li>• <b>Mental wellbeing</b> c, e &amp; f</li> <li>• <b>Physical health</b> a, b &amp; c</li> <li>• <b>Healthy eating</b> a</li> </ul>

my health and for preventing future health problems	4.2 Explain how I could enhance my own physical health		<ul style="list-style-type: none"> <li>• <b>Drugs, alcohol and tobacco</b> c, e &amp; f</li> <li>• <b>Health and prevention</b> a &amp; c</li> </ul>
	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"> <li>• <b>Intimate relationships</b> a, c, d &amp; e</li> <li>• <b>Families</b> a, c, d &amp; e</li> <li>• <b>Online and media</b> f</li> <li>• <b>Mental wellbeing</b> b</li> </ul>
	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"> <li>• <b>Families</b> b &amp; f</li> <li>• <b>Online and media</b> h</li> <li>• <b>Changing adolescent body</b> b</li> <li>• <b>Respectful relationships</b> a</li> <li>• <b>Intimate relationships</b> e &amp; k</li> <li>• <b>Mental wellbeing</b> a</li> </ul>
	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.

The unit workbook comprises a range of activities, tasks and suggested evidence to collectively cover all the learning outcomes and portfolio requirements. This gives learners a straightforward way of ensuring they meet all the unit requirements.

### 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

A workbook is available to capture and demonstrate learners' evidence and ability to meet the learning outcomes and portfolio requirements of the unit in these qualifications.

If you are proposing to use an assessment method other than the workbook, you should contact your External Quality Advisor with full details of your proposed method. It may need formal approval from us before it can be used.

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)**

<b>Unit summary</b>	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.
<b>Guided learning hours</b>	24
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> I will:	<b>Portfolio requirements</b> I can:	<b>Page number &amp; signature</b>	<b>RSE &amp; HE statutory guidance</b>
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"> <li>• <b>Internet safety</b> a &amp; b</li> <li>• <b>Being safe</b> a &amp; b</li> <li>• <b>Families</b> c</li> <li>• <b>Basic first aid</b> a, b &amp; c</li> </ul>
	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"> <li>• <b>Families</b> b, e, f &amp; g</li> <li>• <b>Online and media</b> g</li> <li>• <b>Intimate relationships</b> k</li> <li>• <b>Drugs, alcohol and tobacco</b> a, b, c &amp; d</li> </ul>
	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"> <li>• <b>Intimate relationships</b> c, d, e, f, g, h, i, j, k &amp; l</li> <li>• <b>Internet safety</b> a</li> <li>• <b>Online and media</b> e, f &amp; g</li> <li>• <b>Drugs, alcohol and tobacco</b> a, c &amp; e</li> <li>• <b>Health and prevention</b> e</li> </ul>
	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	4.1 Discuss some ways a school community could support inclusion		<ul style="list-style-type: none"> <li>• <b>Families</b> g</li> <li>• <b>Internet safety</b> b</li> </ul>

influenced by personal identity	and equalities so that everyone's personal identity is respected, including their gender identity and sexual orientation		<ul style="list-style-type: none"> <li>• <b>Respectful relationships</b> e, f &amp; g</li> <li>• <b>Being safe</b> a &amp; b</li> </ul>
	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.

The unit workbook comprises a range of activities, tasks and suggested evidence to collectively cover all the learning outcomes and portfolio requirements. This gives learners a straightforward way of ensuring they meet all the unit requirements.

### 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

A workbook is available to capture and demonstrate learners' evidence and ability to meet the learning outcomes and portfolio requirements of the unit in these qualifications.

If you are proposing to use an assessment method other than the workbook, you should contact your External Quality Advisor with full details of your proposed method. It may need formal approval from us before it can be used.

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).

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

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

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### 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
- sample learner workbooks, demonstrating the required level for achievement
- mapping document.

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

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### 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. It includes lesson plans (with all resources) and assessment activities that meet the requirements of the qualifications, and is endorsed by NCFE.

For more information about Jigsaw 11-16 (Secondary PSHE), please visit [www.jigsawpshe.com](http://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](http://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: Public Health England 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](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](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.

<https://www.thinkuknow.co.uk/>

## **PSHE**

PSHE Association Programme of study for KS1-5

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programmestudy-pshe-education-key-stages-1%E2%80%935>

## **Drugs and Alcohol**

Planning effective drug and alcohol education: Mentor-ADEPIS research and briefing papers with ideas for lessons

<http://mentor-adepis.org/planning-effective-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](http://www.educateagainsthate.com)

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## Contact us

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[www.cache.org.uk](http://www.cache.org.uk)

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***