



Centre Resources for BTEC Personal Growth and Wellbeing- Unit 3

Entry 3 Version 1.0

Introduction

Centre resource is a guide created by Pearson to help support centres in delivering the BTEC Personal Growth and Wellbeing suite.

The guide contains descriptions of activities and links to, a variety of external stakeholder materials that are publicly available and that you may find useful in supporting your teaching and delivery of the BTEC Personal Growth and Wellbeing suite.

The guide will also help centres to identify how these, and other resources can be used in conjunction with the specification to meet the statutory RSE guidelines set out by the government.

The content and links identified and shown in this guide represent one possible set of resources that can be used in conjunction with this qualification. In addition, centres should note the GLH per activity is approximate and should be altered to fit the needs and requirements of your setting and learners. The suggestions in this booklet are not intended as a definitive guide to cover the full GLH of the unit.

The decision as a professional educator is for you to decide if any of these resources are right for the way in which you want to deliver the qualification to the learners and how best to use them in conjunction with the resources you already use or may wish to develop.

Pearson is not responsible for the content of any external internet sites. It is essential that you preview each website or resource before using it to ensure the URL is still accurate, relevant, and appropriate. Some of the content in this guide due to the nature of the qualification is sensitive. Please review these resources to check they meet the needs of your organisation.




We also suggest you bookmark any useful websites and consider allowing access to these through any virtual learning environments you may hold.

Note: It is important to refer to the relevant specifications and suggested schemes of work for more detailed information on the qualification structure and unit details. The information given in this guidance is correct at time of going to print. From time to time, amendments and additions are made to the specification. It is therefore extremely important to refer to the latest version of each specification for the most up-to-date information for each unit.

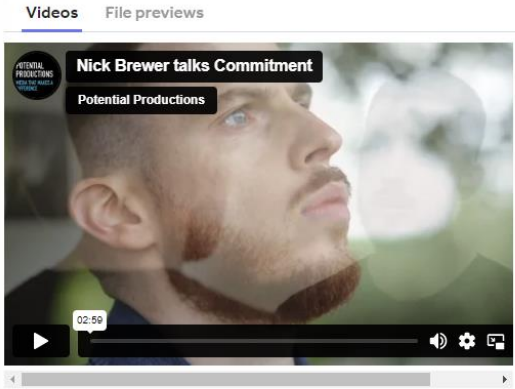
Unit 3- Entry 3. Recognising the Importance of Social Health and Wellbeing*
 (Meets 1 part of RSE statutory requirements)

Purpose of the Unit:	Reflect on current personal relationships and how these influence our social health and well-being.
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LESSON 1	Introduction to the unit
Links to RSE content	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children. • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • Practical steps they can take in a range of different contexts to improve or support respectful relationships.
Supports	Learning Aim A: Outline how relationships impact on personal health and wellbeing
Suggested Activities	<ol style="list-style-type: none"> 1) Tutor-led activity to introduce the unit including purpose, ways of working, expected personal learning outcomes and assessment methods. 2) Learners could be given a list of key words and terms relevant to this unit and asked to discuss or find out their meaning. 3) Tutor-led activity on the need for ground rules when delivering this unit. Confidentiality should be ensured by the tutor. Learners should be told not to disclose anything too personal and be aware of people and organisations, they can speak to for help. 4) Learners can suggest what they think will be needed in a set of rules so that people feel safe and reassured to discuss these issues. The tutor should have some suggestions prepared such as: the need to respect other people’s point of view; not to use prejudicial language; not to feel pressurised into discussing personal issues. 5) Tutor-led discussion on types of relationship including non-conventional relationships and the importance of equality. 6) Learners could make a poster showing how stereotypes can cause damage to different kinds of groups. <p>Suggested time about 3 hours</p>
Resource	Website Full resource pack
Cost	Free


Screenshot	
Link	'The Rez' (pshe-association.org.uk)
Resource	Website Video
Cost	Free
Screenshot	 <small>Sexual Orientations Explained: Lesbian, Gay, Heterosexual and Bisexual</small>
Link	Sexual Orientations Explained: Lesbian, Gay, Heterosexual and Bisexual - YouTube
Resource	Website Video
Cost	Free
Screenshot	 <small>Social Wellness: Overall Health</small>
Link	Social Wellness: Overall Health - YouTube




LESSON 2	Exploring values and attitudes towards relationships
Links to RSE content	<ul style="list-style-type: none"> • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice). • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

	<ul style="list-style-type: none"> • What marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. • The characteristics and legal status of other types of long-term relationships. • That there are different types of committed, stable relationships • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Supports	Learning Aim A: Outline how relationships impact on personal health and wellbeing
Suggested Activities	<p>1) Activities to discuss attitudes, values, and beliefs, where learners must decide where they stand on a range of moral, social and relationship issues. This can be a 'line' across the room and ask learners to agree/disagree with a range of statements such as 'people should be married before they have sex'. This can also be an activity based on facts about the law or any other topic in this unit. Tutor also to discuss arranged marriages and why a marriage should be freely entered into.</p> <p>2) Small-group discussions based on famous people in popular culture and their partners, including examples of same sex, differing ages and cultural and ethnic backgrounds. Learners explore their views and attitudes, and this is then opened up to the whole group for further discussion. Discuss the importance of understanding there are many different types of committed and stable relationships, and the tutor could produce a presentation explaining how the equality act protects these groups.</p> <p>Suggested time about 4 hours</p>
Resource	Website Video
Cost	Free
Screenshot	 <p>'Commitment: what does it mean?' is a free-to-download key stage three lesson developed with rapper and spoken word artist Nick Brewer on commitment and healthy dependable relationships.</p>

Link	Commitment: what does it mean? Teaching Resources (tes.com)
Resource	Website Presentation
Cost	Free
Screenshot	
Link	Committed, stable relationships (thenational.academy)
Resource	Website Video
Cost	Free
Screenshot	
Link	What is equality and social justice? - BBC Bitesize
Resource	Website Video
Cost	Free
Screenshot	
Link	Harry Styles OPENS UP About His Sexuality - YouTube



LESSON 3	Beginning to explore positive relationships
Links to RSE content	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children.

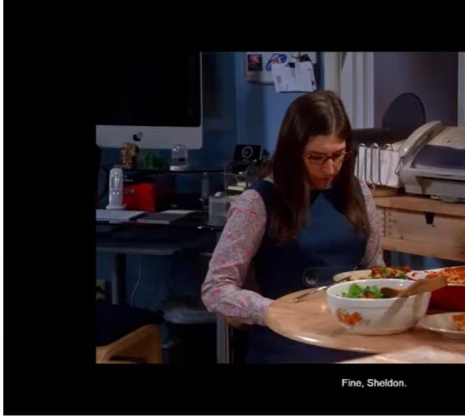
	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
Supports	Learning Aim B: Describe personal skills and behaviours used in personal relationships
Suggested Activities	<ol style="list-style-type: none"> 1) In small groups: list the different relationships we have in our lives. 2) Using three relationships, consider 'What are the boundaries/rules associated with each of the different types of relationship?' For example, would you tell your tutor/parent the same things as you would your best friend? Discussion of the role of parents in supporting development of positive relationships. Learners could work together to identify examples. 3) Group discussion on 'why are relationships important'? What is it that we get out of relationships, personally? What are the good things about relationships? What negative things can happen in relationships to make them unhealthy? 4) Case studies from the media/TV/internet about different relationships and what makes them positive or negative. Learners can suggest their own examples. 5) Tutor-led discussion on the importance of stable, committed relationships. This can include references to faith, culture and the potential consequences of people having sex too early in a relationship. <p>Suggested time about 4 hours</p>
Resource	Website Video (Tutor to review for suitability for group)
Cost	Free
Screenshot	 <p>Abuse in Relationships: Would you Stop Yourself?</p>
Link	Abuse in Relationships: Would you Stop Yourself? - YouTube

Resource	Website Video
Cost	Free
Screenshot	
Link	Kerry Katona shares her experience of bankruptcy, an abusive marriage, and mental health struggles - YouTube
Resource	Website Video
Cost	Free
Screenshot	
Link	Super Mood Movers - Rights and respect - BBC Teach
Resource	Website Resources
Cost	Free
Screenshot	
Link	Friendship Lessons, Worksheets and Activities (teacherplanet.com)

LESSON 4	Developing awareness of social skills in relationships
Links to RSE content	<ul style="list-style-type: none"> • Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • That there are different types of committed, stable relationships

	<ul style="list-style-type: none"> • How these relationships might contribute to human happiness and their importance for bringing up children <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
Supports	<p>Learning Aim A: Outline how relationships impact on personal health and wellbeing</p> <p>Learning Aim B: Describe personal skills and behaviours used in personal relationships</p>
Suggested Activities	<ol style="list-style-type: none"> 1) Group discussion – ‘what are appropriate behaviours for interaction in social situations with different people? For example appropriate greetings, manners and being polite, keeping up a two-way conversation, listening skills, e.g. not interrupting, nodding to show attention, tone of voice, eye contact, leave-taking, appropriate behaviours for acceptable language, formality of greeting, leaving enough space between you and the other person and how these skills should be used in and out of school, including online. 2) Follow up on the above considering different cultures and societies and how expected behaviours are different. 3) Consider how we as individuals expect others to behave in a range of relationships and what we think they expect from us in return. What are the rules around this? 4) Tutor-led discussion on what do we mean by healthy behaviour in relationships. This should generate a list that may include: good communication, listening to each other; cooperation: empathy; respecting others, positive conflict resolution, gender equality. 5) Choose a few of the behaviours discussed above and look at online videos showing why these behaviours are important. 6) Video clips of different scenarios showing the positive use of different behaviours in different relationships. 7) Learners make a checklist of the behaviours that are important in healthy relationships 8) Role play different behaviours in relationships, with peer observation, using a checklist to assess appropriateness of behaviours <p>Suggested time about 6 hours</p>
Resource	Website
Cost	Free

Screenshot	 <p data-bbox="395 656 842 678">School Rules & Positive Behavior Good and Bad Examples</p>	
Link	School Rules & Positive Behavior Good and Bad Examples - YouTube	
Resource	Website Video	
Cost	Free	
Screenshot	 <p data-bbox="395 1261 842 1279">The Social Norm - Learning and Understanding Social Skills</p>	
Link	The Social Norm - Learning and Understanding Social Skills - YouTube	
Resource	Website Video	
Cost	Free	
Screenshot	 <p data-bbox="395 1843 783 1865">3 Men Help Elderly Couple Into Car in Touching Moment</p>	
Link	3 Men Help Elderly Couple Into Car in Touching Moment - YouTube	
Resource	Website video	
Cost	Free	

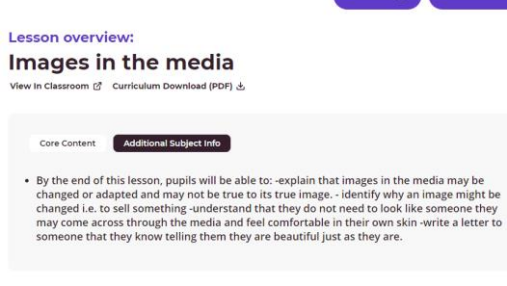

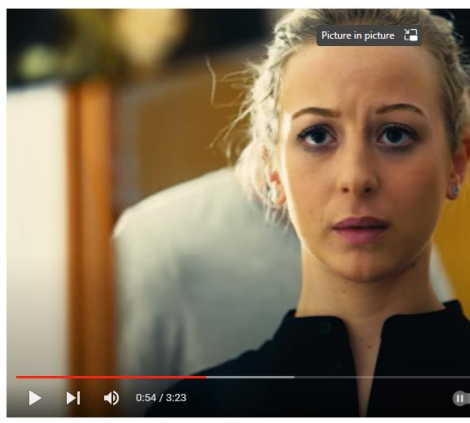
Screenshot	 <p>The Big Bang Theory Active Listening - english sub</p>
Link	The Big Bang Theory Active Listening - english sub - YouTube


LESSON 5	Communication skills
Links to RSE content	<ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • That there are different types of committed, stable relationships • The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
Supports	Learning Aim B: Describe personal skills and behaviours used in personal relationships
Suggested Activities	<ol style="list-style-type: none"> 1) Small group/pairs list what do we mean by 'communication'? Practical games based on communication. 2) Small-group active listening exercises – group of three including observer. First time one of the pairs tries hard not to listen to the person talking. Second time person doing the listening tries to show that they are actively listening. 3) Group task on 'what are good communication skills.' 4) Short role play or tutor-led simulations showing the use of some of these communication skills in a positive way. <p>Suggested time about 3 hours</p>
Resource	Website Video
Cost	Free


Screenshot	 /hat Is Communication?
Link	What Is Communication? - YouTube
Resource	Website videos
Cost	Free
Screenshot	Refer to the Teacher's Notes guidance on using the content. 
Link	Listening skills - BBC Teach
Resource	Website
Cost	Free
Screenshot	
Link	15 Most Popular Communication Activities for Kids - EnthuZiastic

LESSON 6	Developing awareness of personal safety
Links to RSE content	<ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

	<ul style="list-style-type: none"> • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. what to do and where to get support to report material or manage issues online. • What constitutes sexual harassment and sexual violence and why these are always unacceptable. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • The impact of harmful content • What to do and where to get support to report material or manage issues online. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • How information and data is generated, collected, shared, and used online.
Supports	Learning Aim B: Describe how personal skills can help form relationships
Suggested Activities	<ol style="list-style-type: none"> 1) Tutor-led activity-based highlighting some of the potential risks in relationships, including risks to personal safety online, recognising signs of potential abuse in relationships, violent behaviour, sexual violence, misuse of drugs and alcohol and identifying appropriate courses of action and support. Tutor gives information or relevant sources of support and how to manage issues online e.g. block and report. 2) Group activity – being assertive and the right to say no. Scenarios from TV/media/online when people have to say no or should have said no. Make a list about the differences between being passive/assertive/aggressive. 3) Tutor-led discussion– what are the laws relating to certain aspects around relationships, e.g. sexual health; contraception; sharing sensitive images online; domestic violence. This could be a ‘true or false’ activity, where learners must decide whether certain aspects of the law are true or not on any of the areas explored in this unit. For example, the age of consent, law relating to distribution of intimate images and ‘Gillick competence’. 4) Group activity. Learners to discuss the importance of storing personal information and photos safely. Learners should identify the impacts of others seeing things they did not want them to see. Learners to feedback to the class their tips for keeping this

	<p>information safe. Tutor led activity on what they should do if they discover inappropriate images of children online and that this is never ok.</p> <p>5) Guest speaker – to speak about consequences of negative behaviours in relationships and where to seek help.</p> <p>Suggested time about 4 hours</p>
Resource	Website Presentation
Cost	Free
Screenshot	
Link	Lesson: Images in the media Teacher Hub Oak National Academy (thenational.academy)
Resource	Website (Check suitability for your learners)
Cost	Free
Screenshot	
Link	Computing KS3 / KS4: Online Grooming - Changes in personality - BBC Teach
Resource	Website Video
Cost	Free
Screenshot	

Link	Wakefield Council Coercive Control - YouTube
Resource	Website
Cost	Free
Screenshot	<p>How to say no - and not feel bad about it</p> <p>BBC Teach - Teacher Support</p> <p>Do you know when to say no?</p> <p>Many of us are uncomfortable saying no because we don't want to disappoint, or be thought of as uncooperative. However, being realistic about what you can do, whilst knowing when and how best to say no to the things you do help you manage your workload, stay healthy and keep excessive stress at bay.</p> <p>So how do you say no without feeling guilty? We asked experts who support those working in one of the UK's most stressful professions - teaching.</p> <p>Education Support Partnership dealt with a record 9.615 calls from teachers to its emotional support helpline in last 12 months.</p> <p>Here are the charity's top tips for saying no.</p> <p>Know your priorities</p> <p>Make a list. As well as work responsibilities, include other important things like spending time with friends and family and looking after your own wellbeing.</p> <p>Think about how much time you should allocate to your priorities and how much capacity you have to do more. Think about what</p> 
Link	How to say no - and not feel bad about it - BBC Teach

LESSON 7	Preparation for Assessment
Links to RSE content	<ul style="list-style-type: none"> • Families • Respectful Relationships, including friendships • Online Media
Supports	<p>Learning Aim A: Outline how relationships impact on personal health and wellbeing</p> <p>Learning Aim B: Describe how personal skills can help form relationships</p>
Suggested Activities	<ol style="list-style-type: none"> 1) Individual reflection activity – learners are asked to reflect on their learning and consider their response to the assessment task. 2) Tutor-led recap – reminder activity of what is expected and given deadlines. 3) Discussion on how to present assessment evidence with an emphasis on learner choice. 4) Questions answered <p>Suggested time about 2 hours</p>
Resource	Website
Cost	Free
Screenshot	
Link	Student Selfie Photo - Miss Francine's Website 2022-2023 (weebly.com)

Unit 3- Entry 3 Recognising the Importance of Social Health and Wellbeing

Exemplar Assignment Briefs.

Please note the assignment briefs below serve as an example only and are not intended to act as authorised assignment briefs.

Pearson recognises the need to encourage personalised learning and to meet local need, we therefore encourage personalisation and contextualisation of the assignment brief to meet the needs of your own learners.

All assignment briefs must be internally verified before been given out to learners. This includes the use of exemplar assignments. The internal verification process is outlined on our website.

When designing your own assessment material, you may wish to use our free assignment checking serviceor consult with your allocated standard verifier.

Providing additional information to aid assessment

The use of case studies, scenarios and additional source information is dependent on the content aims, purpose of the unit and the desired learner response and outcome.

Suggested assessment material for unit 3 is as follows:

A personal response that shows how personal social skills can help maintain relationships

Further assessment guidance is available via this web link

[Pearson BTEC PGW E3 Assessment Guidance Exemplar Material.docx \(live.com\)](#)

Further information on how this qualification supports the statutory guidance for RSE is available here

[BTEC Personal Growth and Wellbeing | Entry 3 | Content Mapping \(pearson.com\)](#)

Unit 3: Recognising the Importance of Social Health and Wellbeing

Qualification	Pearson BTEC Personal Growth and Wellbeing (Entry 3)
Unit or Component number and title	3: Recognising the importance of Social Health and Wellbeing
Learning aim(s)	A: Outline how relationships impact on personal health and wellbeing B: Describe personal skills and behaviours used in personal relationships
Assignment title	Finding out about social health and wellbeing
Assessor	An assessor
Hand out date	XX/XX/XXXX
Hand in deadline	XX/XX/XXXX

Scenario or Context	<p>Your task is to consider types of relationships and the impacts on health and wellbeing.</p> <p>You will consider:</p> <ul style="list-style-type: none"> • The types of relationships • The benefits of these relationships • The personal skills and behaviours that contribute to safe relationships <p>You will present your information in an appropriate format.</p>
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Task 1	For P1 Learners will list types of relationship people encounter throughout life and give information on the impacts of these on health and wellbeing.
Checklist of evidence required	A variety of forms of evidence can be used, provided that they are suited to the type of learning aim and

	<p>the learner being assessed. For this assessment brief evidence may include:</p> <ul style="list-style-type: none"> • Oral or written presentations with assessor questioning • Practical assessments with observation records and supporting evidence • Posters, leaflets, or other display material/s • Recordings of role play, interviews etc. • Work logbooks, reflective journals.
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
A.P1	List the impacts of relationships on personal health and wellbeing
Task 2	For P2 Learners will produce information describing how relationships can be developed safely through the use of behaviours and Personal social skills, Communication skills and Self-reflection
Checklist of evidence required	<p>A variety of forms of evidence can be used, provided that they are suited to the type of learning aim and the learner being assessed. For this assessment brief evidence may include:</p> <ul style="list-style-type: none"> • Oral or written presentations with assessor questioning • Practical assessments with observation records and supporting evidence • Posters, leaflets, or other display material/s • Recordings of role play, interviews etc. • Work logbooks, reflective journals.
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
B.P2	Describe personal skills and behaviours that contribute to safe positive relationships
Sources of information to support you with this Assignment	Case study if appropriate (see note below)

Other assessment materials attached to this Assignment Brief	<i>eg, work sheets, risk assessments, case study</i>
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Suggested Stimulus Material

In this unit learners should be given the opportunity to reflect on their own personal experiences or respond to a given scenario.

Scenario

You have been asked to take part in a research group that is looking into the impact of relationships on personal health and wellbeing for people in your age group. Before the first session you have been asked to complete some preparatory work. Firstly, you must list the types of relationships you have encountered at different times/circumstances in your life.

Secondly, you have been asked to outline the impact/s that these relationships have/had on your health and wellbeing.

And finally, you must describe the skills and behaviours that you think contribute to establishing and maintaining safe, positive relationships. You should consider and refer to any relevant:

- behaviours
- personal social skills
- communication skills
- self-reflection

LESSON 8	Post Assessment
Links to RSE content	<ul style="list-style-type: none"> • Families • Respectful relationships, including friendships • Online and media
Supports	<p>Learning Aim A: Outline how relationships impact on personal health and wellbeing</p> <p>Learning Aim B: Describe how personal skills can help form relationships</p>
Suggested Activities	<p>1) Group discussion on learning and assessment experiences.</p> <p>2) Individual reviews of own performance and future planning</p> <p>Suggested time about 2 hours</p>
	Website (subscription required)
Cost	Free
Screenshot	
Link	KS2 Self-Assessment Template Sheet Twinkl (teacher made)