



Pearson

# Centre Resources for BTEC Personal Growth and Wellbeing- Unit 4

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.

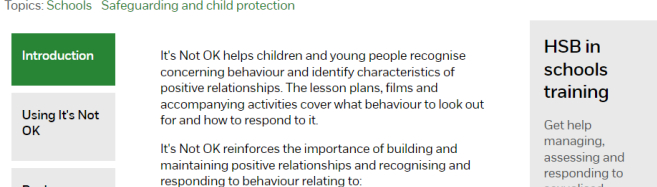
Note: It is important to refer to the relevant specifications and suggested schemes of work for more detailed information on the qualification structure and unit details. The information given in this guidance is correct at time of going to print. From time to time, amendments and additions are made 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 4- Entry 3- Being Aware of Sexual Health and Wellbeing\*

(Meets 1 part of RSE statutory requirements)

Purpose of the Unit:	Know the facts concerning sexual health and well-being, recognising reliable sources of information to be informed. Being aware of consequences relating to intimate relationships and developing mutual respect. and personal safety.
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<b>LESSON 1</b>	<b>Introduction to the unit</b>
Links to RSE content	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship.</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual, and reproductive health and wellbeing.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> </ul>
Supports	Learning Aim A: Identify factors affecting sexual health and wellbeing
Suggested Activities	<ol style="list-style-type: none"> <li>1) Tutor-led activity to introduce the unit including purpose, ways of working, expected personal learning outcomes and assessment methods.</li> <li>2) 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. 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.</li> <li>3) 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, importance of consent in relationships.</li> <li>4) Tutor to present information regarding laws in terms of a discussion of the key words sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM. Find out what learners know and establish misconceptions (Note some of these key words</li> </ol>

	<p>may not be suitable to discuss with your learners at this time, depending on age)</p> <p><b>Suggested time about 2 hours</b></p>
Resource	Website Lesson resources
Cost	Free
Screenshot	<p><b>It's Not OK: teaching resources about positive relationships</b></p> <p>Topics: Schools Safeguarding and child protection</p> 
Link	<a href="#">It's Not OK: online teaching resources   NSPCC Learning</a>
Resource	Website video
Cost	Free
Screenshot	 <p>Tea and Consent</p>
Link	<a href="#">Tea and Consent - YouTube</a>
Resource	Website
Cost	Free
Screenshot	
Link	<a href="#">Mental Health Support For Young People   YoungMinds</a>
Resource	Website Video
Cost	Free

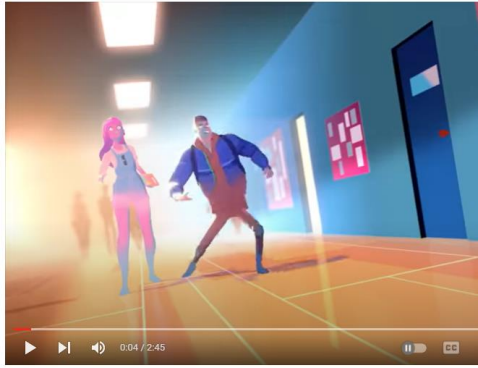
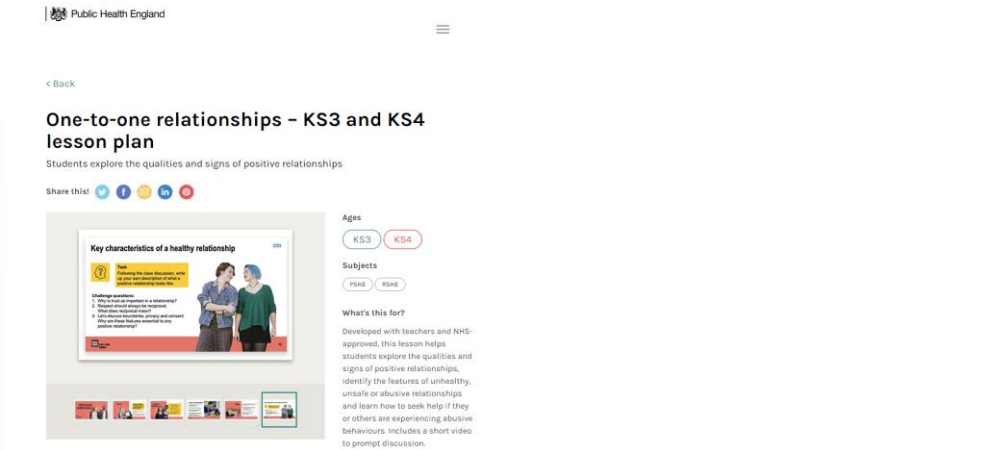
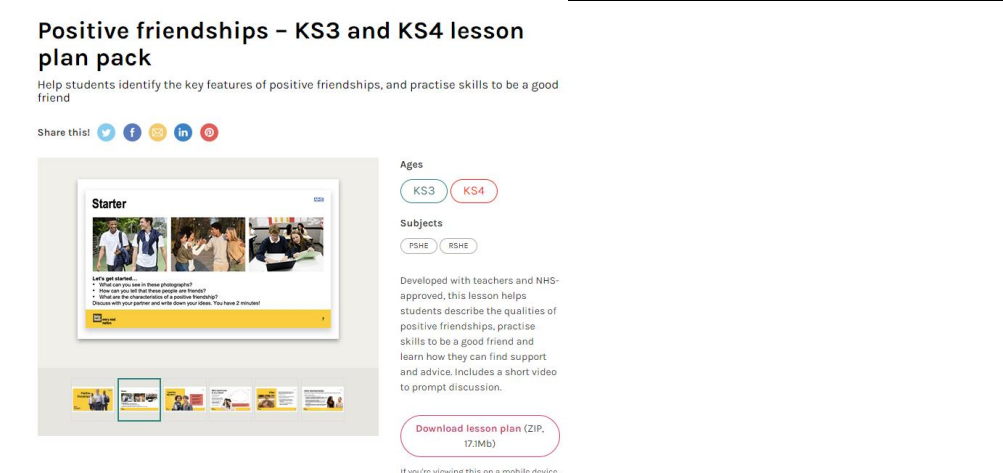
Screenshot	 <p data-bbox="395 689 786 712">Being Forced To Marry My Cousin When I Was 13</p>
Link	<a href="#">Being Forced To Marry My Cousin When I Was 13 - YouTube</a>

<b>LESSON 2</b>	<b>Exploring characteristics of healthy intimate relationships</b>
Links to RSE content	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship.</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> </ul>
Supports	Learning Aim A: Identify factors affecting sexual health and wellbeing
Suggested Activities	<p>1) Activities to discuss what makes a healthy intimate relationship, where learners must decide where they stand on different 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.</p> <p>2) Discuss with learners the importance of choice. Ask learners to work in groups and identify different kinds of consensual relationships. They can produce a presentation and feed this back to the class. Tutor to finish by explaining what a healthy intimate relationship needs such as consent, loyalty, trust etc.</p> <p><b>Suggested time about 2 hours</b></p>
Resource	Website Video
Cost	Free


Screenshot	<p><b>4. Trust is a two-way street</b></p> <p>In your sexual relationship, you should also be able to trust each other.</p> <p>This means you shouldn't jump to conclusions when something might seem a certain way. You need to give your mate the opportunity to explain themselves and trust that they will offer you the same. Talking it out will allow you to become closer as a couple.</p> <p><b>Related Reading:</b> <i>7 Important Tips to Build Trust in a Relationship With Your Partner</i></p> <p><b>5. You can be open and honest with your expectations</b></p>
Link	<a href="https://www.marriage.com">10 Characteristics of a Healthy Sexual Relationship (marriage.com)</a>
Resource	Website Video
Cost	Free
Screenshot	 <p>8 Types of Dating Relationships - Which One Are You In?</p>
Link	<a href="https://www.youtube.com/watch?v=...">8 Types of Dating Relationships - Which One Are You In? - YouTube</a>
Resource	Website Video
Cost	Free
Screenshot	 <p><b>Teaching about healthy online relationships (SEND)</b></p> <p>Subject: Personal, social and health education    Age range: 11-14    Resource type: Lesson (complete)</p> <p>☆☆☆☆ 0 reviews</p> <p>File previews</p> <p>ZIP, 12.63 MB</p>
Link	<a href="https://www.tes.com/teaching-resources/teaching-about-healthy-online-relationships-send">Teaching about healthy online relationships (SEND)   Teaching Resources (tes.com)</a>
Resource	Website Presentation
Cost	Free

Screenshot	
Link	<a href="https://www.tes.com/teaching-resources/love-marriage-and-civil-partnerships-including-forced-marriages-year-6-pshe-2020-curriculum">Love, marriage and civil partnerships (including forced marriages) - Year 6 PSHE 2020 Curriculum   Teaching Resources (tes.com)</a>


<b>LESSON 3</b>	<b>Beginning to explore different types of relationships including intimate relationships</b>
Links to RSE content	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others.</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
Supports	Learning Aim A: Identify factors affecting sexual health and wellbeing
Suggested Activities	<ol style="list-style-type: none"> <li>1) 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?</li> <li>2) Case studies from the media/TV/internet about different relationships and what makes them positive or negative. Learners can suggest their own examples that they have come across in the media.</li> <li>3) Tutor-ed 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.</li> </ol> <p><b>Suggested time about 4 hours</b></p>
Resource	Website Video

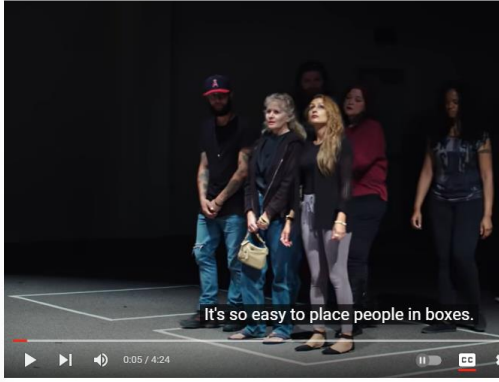
Cost	Free
Screenshot	 <p>Sunshine - Don't Confuse Love &amp; Abuse - Day One</p>
Link	<a href="#">Sunshine - Don't Confuse Love &amp; Abuse - Day One - YouTube</a>
Resource	Website Lesson Pack
Cost	Free
Screenshot	 <p>Public Health England</p> <p>&lt; Back</p> <h3>One-to-one relationships – KS3 and KS4 lesson plan</h3> <p>Students explore the qualities and signs of positive relationships</p> <p>Share this!</p> <p><b>Key characteristics of a healthy relationship</b></p> <p><b>Challenge questions:</b></p> <ol style="list-style-type: none"> <li>1. Why is that relationship not a relationship?</li> <li>2. What are the signs of a positive relationship?</li> <li>3. Why do you think people get into abusive relationships?</li> <li>4. How can you help someone who is in an abusive relationship?</li> </ol> <p><b>Ages:</b> KS3, <b>KS4</b></p> <p><b>Subjects:</b> PSHE, RSHE</p> <p><b>What's this for?</b></p> <p>Developed with teachers and NHS-approved, this lesson helps students explore the qualities and signs of positive relationships, identify the features of unhealthy, unsafe or abusive relationships and learn how to seek help if they or others are experiencing abusive behaviours. Includes a short video to prompt discussion.</p>
Link	<a href="#">One-to-one relationships – KS3 and KS4 lesson plan   PHE School Zone</a>
Resource	Website Lesson pack
Cost	Free
Screenshot	 <p><b>Positive friendships – KS3 and KS4 lesson plan pack</b></p> <p>Help students identify the key features of positive friendships, and practise skills to be a good friend</p> <p>Share this!</p> <p><b>Starter</b></p> <p><b>Let's get started!</b></p> <ul style="list-style-type: none"> <li>• What do you see in these photographs?</li> <li>• How do you feel about these people and friends?</li> <li>• What are the characteristics of a positive friendship?</li> <li>• Discuss with your partner and write down your ideas. You have 2 minutes!</li> </ul> <p><b>Ages:</b> KS3, <b>KS4</b></p> <p><b>Subjects:</b> PSHE, RSHE</p> <p>Developed with teachers and NHS-approved, this lesson helps students describe the qualities of positive friendships, practise skills to be a good friend and learn how they can find support and advice. Includes a short video to prompt discussion.</p> <p><b>Download lesson plan (ZIP, 17.1Mb)</b></p> <p><small>If you're viewing this on a mobile device.</small></p>
Link	<a href="#">Positive friendships – KS3 and KS4 lesson plan pack   PHE School Zone</a>
Resource	Website Video
Cost	Free





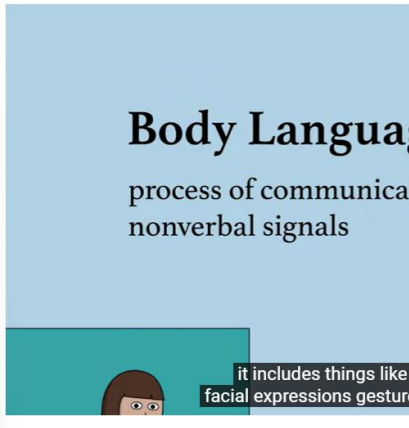
Screenshot	 <p data-bbox="405 705 831 730">John Terry: The biggest betrayal ever - Oh My Goal</p>
Link	<a href="https://www.youtube.com/watch?v=000000000000">John Terry: The biggest betrayal ever - Oh My Goal - YouTube</a>


<b>LESSON 4</b>	<b>Developing awareness of personal social skills in relationships</b>
Links to RSE content	<ul style="list-style-type: none"> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual, and reproductive health and wellbeing.</li> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship.</li> </ul>
Supports	<p>Learning Aim A: Identify factors affecting sexual health and wellbeing</p> <p>Learning Aim B: Use information to support sexual health and wellbeing in intimate relationships</p>
Suggested Activities	<ol style="list-style-type: none"> <li>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.</li> <li>2) 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?</li> <li>3) 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,</li> <li>4) Choose a few of the behaviours discussed above and look at online videos showing why these behaviours are important.</li> </ol>

	<p>5) Video clips of different scenarios showing the positive use of different behaviours in different relationships.</p> <p>6) Learners make a checklist list of the behaviours that are important in healthy relationships</p> <p>7) Role play different behaviours in relationships, with peer observation, using checklist to assess appropriateness of behaviours.</p> <p><b>Suggested time about 4 hours</b></p>																														
Resource	Website Lesson activities																														
Cost	Free (Subscription Required)																														
Screenshot	 <p>KS2 Take It Outside: Social Skills for Kids Teaching Ideas</p>																														
Link	<a href="https://www.twinkl.co.uk/teaching-ideas/lesson-plans/ks2-take-it-outside-social-skills-for-kids-teaching-ideas">KS2 Take It Outside: Social Skills for Kids Teaching Ideas (twinkl.co.uk)</a>																														
Resource	Website Lesson plan																														
Cost	Free																														
Screenshot	<p>SESSION EIGHT: APPLICATION, PRACTICE, AND RESOURCES</p> <p><b>Lesson Plan – Healthy Relationships</b></p> <table border="1"> <tr> <td>TOPIC: Healthy Relationships</td> <td>TARGET-AGE RANGE: 9–15</td> <td>TIME: 45 minutes</td> </tr> <tr> <td colspan="3">SUBJECT: Life Skills</td> </tr> <tr> <td colspan="3">IDEAL NUMBER OF LEARNERS: 40</td> </tr> <tr> <td colspan="3">WHAT ADVANCE PREPARATION, IF ANY, IS REQUIRED OF THE TEACHER FOR THIS LESSON?</td> </tr> <tr> <td colspan="3"> <ul style="list-style-type: none"> <li>Make copies of materials needed</li> <li>Make signs</li> </ul> </td> </tr> <tr> <td colspan="3">LEARNING OUTCOMES:</td> </tr> <tr> <td colspan="3">By the end of this lesson learners will be able to:</td> </tr> <tr> <td colspan="3"> <ol style="list-style-type: none"> <li>Identify at least four ways that he or she would like to be treated in a romantic relationship. [knowledge]</li> <li>Identify at least three warning signs that a relationship is potentially unhealthy or abusive. [knowledge]</li> <li>Identify at least two effective communication practices. [knowledge]</li> </ol> </td> </tr> <tr> <td colspan="3">LIFE SKILLS DEMONSTRATED IN THIS LESSON:</td> </tr> <tr> <td colspan="3"> <ol style="list-style-type: none"> <li>Critical thinking about qualities of healthy and unhealthy relationships.</li> <li>Communication skills.</li> </ol> </td> </tr> </table>	TOPIC: Healthy Relationships	TARGET-AGE RANGE: 9–15	TIME: 45 minutes	SUBJECT: Life Skills			IDEAL NUMBER OF LEARNERS: 40			WHAT ADVANCE PREPARATION, IF ANY, IS REQUIRED OF THE TEACHER FOR THIS LESSON?			<ul style="list-style-type: none"> <li>Make copies of materials needed</li> <li>Make signs</li> </ul>			LEARNING OUTCOMES:			By the end of this lesson learners will be able to:			<ol style="list-style-type: none"> <li>Identify at least four ways that he or she would like to be treated in a romantic relationship. [knowledge]</li> <li>Identify at least three warning signs that a relationship is potentially unhealthy or abusive. [knowledge]</li> <li>Identify at least two effective communication practices. [knowledge]</li> </ol>			LIFE SKILLS DEMONSTRATED IN THIS LESSON:			<ol style="list-style-type: none"> <li>Critical thinking about qualities of healthy and unhealthy relationships.</li> <li>Communication skills.</li> </ol>		
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Link	<a href="https://www.advocatesforyouth.org/UNESCO-Training-Module-EDITED-JUSTIFIED-121715-V2.indd">UNESCO Training Module EDITED JUSTIFIED 121715 V2.indd (advocatesforyouth.org)</a>																														
Resource	Website Video																														
Cost	Free																														



Screenshot	 <p data-bbox="400 584 564 600">Don't Put People in Boxes</p>
Link	<a href="#">Don't Put People in Boxes - YouTube</a>

<b>LESSON 5</b>	<b>Communication skills</b>
Links to RSE content	<ul style="list-style-type: none"> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
Supports	<p>Learning Aim A: Identify factors affecting sexual health and wellbeing</p> <p>Learning Aim B: Use information to support sexual health and wellbeing in intimate relationships</p>
Suggested Activities	<ol style="list-style-type: none"> <li>1) Small group/pairs list what do we mean by 'communication'? Practical games based on communication such as pass the whisper; I went to the supermarket, and I bought; charades.</li> <li>2) Small-group active listening exercises – group of three including observe. 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.</li> <li>3) Group discussion on 'what are good communication skills?'</li> <li>4) Short role play or tutor-led simulations showing the use of some of these communication skills in a positive way.</li> <li>5) Discussions on conflict within relationships and how communication skills may help to resolve issues.</li> </ol> <p><b>Suggested time about 4 hours</b></p>
Resource	Website
Cost	Free

Screenshot	<p><b>Active listening activities</b></p> <p>Students are often asked to listen to tapes or to their teacher talking, but it can be just as useful to encourage them to listen to each other in a more active way.</p> 
Link	<a href="#">Active listening activities   TeachingEnglish   British Council</a>
Resource	Website Video
Cost	Free
Screenshot	 <p>Active Listening: How To Communicate Effectively</p>
Link	<a href="#">Active Listening: How To Communicate Effectively - YouTube</a>
Resource	Website Video
Cost	Free
Screenshot	 <p>Body Language</p>
Link	<a href="#">Body Language - YouTube</a>
Resource	Website video
Cost	Free


Screenshot	
Link	<a href="#">Active listening is a skill! Here's how it's done.   What's Your Story?   Heartlines - YouTube</a>

<b>LESSON 6</b>	<b>Reproductive health, contraception and pregnancy</b>
Links to RSE content	<ul style="list-style-type: none"> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others.</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• The facts around pregnancy including miscarriage</li> <li>• The facts about the full range of contraceptive choices, efficacy, and options available.</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour.</li> </ul>
Supports	<p>Learning Aim A: Identify factors affecting sexual health and wellbeing</p> <p>Learning Aim B: Use information to support sexual health and wellbeing in intimate relationships</p>
Suggested Activities	<ol style="list-style-type: none"> <li>1) Tutor-led activity to provide a basic understanding of reproductive health.</li> <li>2) Learners may use programmes available on the internet to learn about reproductive health.</li> <li>3) A speaker from the local medical centre may be invited to share information about pregnancy and the care on offer from the early stages through to the birth of the child. They could also talk about</li> </ol>

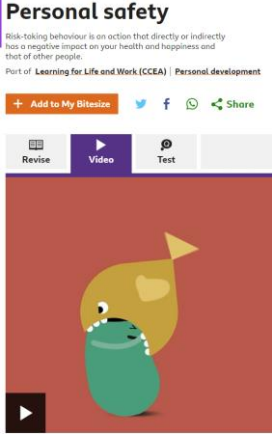

	<p>the risks involved in having unprotected sex and risky behaviours for example alcohol and what to do if it was not planned.</p> <ol style="list-style-type: none"> <li>4) Learners could carry out research to gather information about help and advice available to them relating to pregnancy. They could then present the information in a way that other learners could access the information.</li> <li>5) Learners could visit a local chemist to find out the range of methods of contraception available to them. Leaflets and other information on contraception could be gathered via the internet, library</li> <li>6) or local medical centre. Learners could discuss the advantages and disadvantages of different methods.</li> <li>7) Parents may be invited to speak to the group about their experience.</li> </ol> <p><b>Suggested time about 5 hours</b></p>
Resource	Website Full Resources
Cost	Free
Screenshot	
Link	<a href="#">Puberty lesson plan pack   PHE School Zone</a>
Resource	Website Full resources
Cost	Free
Screenshot	
Link	<a href="#">Mental wellbeing   Overview   PHE School Zone</a>
Resource	Website resources
Cost	Free

Screenshot	<p><b>Pregnancy - Year 7</b></p> <p>Subject: Biology    Age range: 11-14    Resource type: Lesson (complete)</p> <p>★★★★☆ 30 reviews</p> <p><b>File previews</b></p> <p>Lesson plan and activities for year 7 on pregnancy. Lesson covers stages of development in the foetus as well as new key words and diagrams. Includes an AfL plenary task.</p>
Link	<a href="https://www.tes.com/teaching-resources/subject/biology/11-14/lesson/complete/pregnancy-year-7">Pregnancy - Year 7   Teaching Resources (tes.com)</a>
Resource	Website
Cost	Free
Screenshot	<p><b>Popular subjects and pages</b></p> <p>You can start by finding out about the methods of contraception you can choose from, including how they work, who can use them and possible side effects.</p> <p>These methods are:</p> <ul style="list-style-type: none"> <li>• <a href="#">caps or diaphragms</a></li> <li>• <a href="#">combined pill</a></li> <li>• <a href="#">condoms</a></li> <li>• <a href="#">contraceptive implant</a></li> <li>• <a href="#">contraceptive injection</a></li> <li>• <a href="#">contraceptive patch</a></li> <li>• <a href="#">female condoms</a></li> <li>• <a href="#">IUD (intrauterine device or coil)</a></li> <li>• <a href="#">IUS (intrauterine system or hormonal coil)</a></li> <li>• <a href="#">natural family planning (fertility awareness)</a></li> <li>• <a href="#">progestogen-only pill</a></li> <li>• <a href="#">vaginal ring</a></li> </ul>
Link	<a href="https://www.nhs.uk/your-contraception-guide">Your contraception guide - NHS (www.nhs.uk)</a>

<b>LESSON 7</b>	<b>Developing awareness of personal safety</b>
Links to RSE content	<ul style="list-style-type: none"> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex</li> </ul>

	(including through condom use) and the importance of and facts about testing.
Supports	Learning Aim A: Identify factors affecting sexual health and wellbeing Learning Aim B: Use information to support sexual health and wellbeing in intimate relationships
Suggested Activities	<ol style="list-style-type: none"> <li>1) Tutor-led activity highlighting some of the potential risks in relationships including recognising signs of potential abuse in relationships, misuse of drugs and alcohol and identifying appropriate courses of action and support. Tutor gives information on relevant sources of support.</li> <li>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.</li> <li>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 awareness of ‘Gillick competence’.</li> <li>4) Guest speaker – to speak about consequences of negative behaviours in relationships and where to seek help.</li> </ol> <p><b>Suggested time about 2 hours</b></p>
Resource	Website
Cost	Free
Screenshot	 <p><b>Gillick competency and Fraser guidelines</b> Last updated: 05 Aug 2022</p> <p><b>Introduction</b> Gillick competency and Fraser guidelines help people who work with children to balance the need to listen to children's wishes with the responsibility to keep them safe.</p> <p><b>Gillick competence</b> When practitioners are trying to decide whether a child is mature enough to make decisions about things that affect them, they often talk about whether the child is 'Gillick competent' or whether they meet the 'Fraser guidelines'.</p> <p><b>Fraser guidelines</b> Although the two terms are frequently used together and originate from the same legal case, there are distinct differences between them.</p> <p><b>Case history, legislation and guidance</b> Both Gillick competency and Fraser guidelines refer to a legal case from the 1990s which looked at whether doctors should be able to give contraceptive advice or treatment to young people under 16-years-old without parental consent.</p> <p><b>References and resources</b></p>
Link	<a href="#">Gillick competence and Fraser guidelines   NSPCC Learning</a>
Resource	Website
Cost	Free



Screenshot	
Link	<a href="#">Personal safety - Video - GCSE Learning for Life and Work (CCEA) - BBC Bitesize</a>
Resource	Website
Cost	Free
Screenshot	
Link	<a href="#">How to say no when friends offer you drugs and alcohol?   Avoid Teens Peer Pressure Guide - YouTube</a>

<b>LESSON 8</b>	<b>Preparation for Assessment</b>
Links to RSE content	<ul style="list-style-type: none"> <li>• Intimate sexual relationships including sexual health</li> <li>• Being safe</li> </ul>
Supports	<p>Learning Aim A: Explore factors that help develop and maintain a healthy intimate relationship</p> <p>Learning Aim B Outline how personal skills may affect relationships</p>
Suggested Activities	<ol style="list-style-type: none"> <li>1) Individual reflection activity – learners are asked to reflect on their learning and consider their response to the assessment task.</li> <li>2) Tutor-led recap – reminder activity of what is expected and given deadlines.</li> <li>3) Discussion on how to present assessment evidence with an emphasis on learner choice.</li> <li>4) Questions answered.</li> </ol> <p><b>Suggested time about 2 hours</b></p>
Resource	Website
Cost	Free



## Unit 4: Being aware of Sexual Health and Wellbeing

<b>Qualification</b>	Pearson BTEC Personal Growth and Wellbeing (Entry 3)
<b>Unit or Component number and title</b>	4: Being aware of Sexual Health and Wellbeing
<b>Learning aim(s)</b>	<p><b>A:</b> Identify factors affecting sexual health and wellbeing</p> <p><b>B:</b> Use information to support sexual health and wellbeing in intimate relationships</p>
<b>Assignment title</b>	Finding out about sexual health and wellbeing
<b>Assessor</b>	An assessor
<b>Hand out date</b>	XX/XX/XXXX
<b>Hand in deadline</b>	XX/XX/XXXX

<b>Scenario or Context</b>	<p>Your task is to provide information on the factors affecting sexual health and wellbeing and where to go to get help and advice.</p> <p>You will need to consider:</p> <ul style="list-style-type: none"> <li>• Characteristics of a healthy intimate relationship</li> <li>• The factors affecting sexual health in an intimate relationship</li> <li>• The reasons for seeking help and advice</li> <li>• The type of help and advice available</li> </ul> <p>You will need to decide how to present your information in an appropriate format.</p>
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<b>Task 1</b>	<p><b>For P1</b> Learners will show their understanding of the characteristics of a healthy intimate relationship, and the impact on health and wellbeing</p>
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<b>Checklist of evidence required</b>	<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"> <li>• Oral or written presentations with assessor questioning</li> <li>• Practical assessments with observation records and supporting evidence</li> <li>• Posters, leaflets, or other display material/s</li> <li>• Recordings of role play, interviews etc.</li> <li>• Work logbooks, reflective journals.</li> </ul>
<b>Criteria covered by this task:</b>	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
<b>A.P1</b>	Outline factors that contribute to sexual health and wellbeing in an intimate relationship
<b>Task 2</b>	<p><b>For P2</b> Learners will provide at least two sources of local help and support. A brief description should be given of each source describing a scenario when it would be appropriate to use that source, the type of help and advice available, how and when to access them.</p>
<b>Checklist of evidence required</b>	<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"> <li>• Oral or written presentations with assessor questioning</li> <li>• Practical assessments with observation records and supporting evidence</li> <li>• Posters, leaflets, or other display material/s</li> <li>• Recordings of role play, interviews etc.</li> <li>• Work logbooks, reflective journals.</li> </ul>
<b>Criteria covered by this task:</b>	

Unit/Criteria reference	To achieve the criteria you must show that you are able to:
<b>B.P2</b>	Outline the help and advice available for sexual health and wellbeing
<b>Sources of information to support you with this Assignment</b>	Case study if appropriate (see note below)
<b>Other assessment materials attached to this Assignment Brief</b>	<i>e.g., work sheets, risk assessments, case study</i>

### 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 contribute anonymously to a new sexual health and wellbeing information leaflet that is being produced. In particular you have been asked to outline the characteristics of a healthy intimate relationship and suggest ways in which a person's health and wellbeing might be affected by their relationship/s.

You have also been asked to compile some information on where people could turn to for help and advice regarding their sexual health and wellbeing. You must identify at least two different sources of support, outlining what the service offers, in what circumstances a person might use them, the type of help or advice available and how and where they can be accessed.

<b>LESSON 9</b>	<b>Post Assessment</b>
Links to RSE content	<ul style="list-style-type: none"> <li>• Intimate sexual relationships including sexual health</li> <li>• Being safe</li> </ul>
Supports	<p>Learning Aim A: Identify factors affecting sexual health and wellbeing</p> <p>Learning Aim B: Use information to support sexual health and wellbeing in intimate relationships</p>
Suggested Activities	<p>1) Group discussion on learning and assessment experiences.</p> <p>Individual reviews of own performance and future planning.</p> <p>Individual reflection on skills, knowledge and understanding and how these may be developed in future learning and personal development.</p>

	<b>Suggested time about 1 hour</b>
Resource	Website
Cost	Free
Screenshot	
Link	<a href="http://www.rachel-lynette.com">Fact Swap - Miss Francine's Website 2022-2023 (weebly.com)</a>

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 \(pearson.com\)](#)