

## Pearson BTEC Personal Growth and Wellbeing Qualification | Level 1 | Content mapping for Relationships and Sex Education (RSE)

Relationships and Sex Education (RSE)	Reference	Reference to Pearson unit	Pearson unit title
Physical health and fitness	PHF	Unit 1	Improving physical health and wellbeing
Healthy eating	HE		
Drugs, alcohol and tobacco	DAT		
Health and prevention	HP		
Changing adolescent body	CAB		
Basic first aid	BFA		
Mental wellbeing	MW	Unit 2	Understanding emotional wellbeing
Internet safety and harms	ISH		
Families	F	Unit 3	Understanding the role of relationships in social health and wellbeing
Respectful relationships, including friendships	RR		
Online and media	OM		
Intimate sexual relationships including sexual health	ISR	Unit 4	Understanding sexual health and wellbeing
Being safe	BS		

	Unit Title	Ref	
1	Improving physical health and well being	PHFa	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
		PHFb	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
		PHFc	about the science relating to blood, organ and stem cell donation
		HEa	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
		DATa	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
		HPa	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
		HPb	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
		HPc	the benefits of regular self-examination and screening.
		HPd	the facts and science relating to immunisation and vaccination.
		HPe	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
		CABa	key facts about puberty, the changing adolescent body and menstrual wellbeing.
		CABb	the main changes which take place in males and females, and the implications for emotional and physical health.
		BFAa	basic treatment for common injuries.
		BFAb	life-saving skills, including how to administer CPR.15
		BFAc	the purpose of defibrillators and when one might be needed.
2	Understanding emotional wellbeing	MWa	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
		MWb	that happiness is linked to being connected to others.
		MWc	how to recognise the early signs of mental wellbeing concerns.

		MWd	common types of mental ill health (e.g. anxiety and depression).
		MWe	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
		MWf	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
		MWg	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
		ISHa	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising information is targeted at them and how to be a discerning consumer of information online.
		ISHb	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
3	Understanding the role of relationships in social health and wellbeing	Fa	that there are different types of committed, stable relationships
		Fb	how these relationships might contribute to human happiness and their importance for bringing up children.
		Fc	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.
		Fd	why marriage is an important relationship choice for many couples and why it must be freely entered into.
		Fe	the characteristics and legal status of other types of long-term relationships.
		Ff	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
		Fg	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.
		RRa	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.

	RRb	practical steps they can take in a range of different contexts to improve or support respectful relationships.
	RRc	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).
	RRd	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.
	RRe	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
	RRf	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
	RRg	what constitutes sexual harassment and sexual violence and why these are always unacceptable.
	RRh	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.
	OMa	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
	OMb	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.
	OMc	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
	OMd	what to do and where to get support to report material or manage issues online.
	OMe	the impact of viewing harmful content.
	OMf	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.
	OMg	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
	OMh	how information and data is generated, collected, shared and used online.

4	Understanding Sexual Health and Wellbeing	ISRa	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.
		ISRb	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.
		ISRC	the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
		ISRd	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
		ISRe	that they have a choice to delay sex or to enjoy intimacy without sex.
		ISRf	the facts about the full range of contraceptive choices, efficacy and options available.
		ISRg	the facts around pregnancy including miscarriage.
		ISRh	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).
		ISRI	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.
		ISRj	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
		ISRk	how the use of alcohol and drugs can lead to risky sexual behaviour.
		ISRI	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
		BSa	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.
BSb	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).		