

NCFE CACHE Level 1 Award in Relationships, Sex and Health Education (RSHE)

QN: 610/7958/3

NCFE CACHE Level 2 Award in Relationships, Sex and Health Education (RSHE)

QN: 610/7959/5

NCFE CACHE Level 2 Certificate in Relationships, Sex and Health Education (RSHE)

QN: 610/7960/1



Qualification Specification



Qualification summary

Qualification title	NCFE CACHE Level 1 Award in Relationships, Sex and Health Education (RSHE)
Ofqual qualification number (QN)	610/7958/3
Guided learning hours (GLH)	72
Total qualification time (TQT)	80
Minimum age	11
Qualification purpose	This qualification is designed to support secondary schools to meet the statutory requirement to deliver relationships, sex and health education (RSHE). It covers all age-appropriate criteria as set out by the Department for Education (DfE) for pupils in Year 7 and 8 (aged 11 to 13).
Grading	Achieved/not yet achieved.
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/7958/3.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



Qualification title	NCFE CACHE Level 2 Award in Relationships, Sex and Health Education (RSHE)
Ofqual qualification number (QN)	610/7959/5
Guided learning hours (GLH)	96
Total qualification time (TQT)	108
Nested suite	This qualification is part of a nested suite, including the following qualifications: • NCFE CACHE Level 2 Award in Relationships, Sex and Health Education (RSHE) (610/7959/5) • NCFE CACHE Level 2 Certificate in Relationships, Sex and Health Education (RSHE) (610/7960/1)
Minimum age	13
Qualification purpose	This qualification is designed to support secondary schools to meet the statutory requirement to deliver relationships, sex and health education (RSHE). It covers all age-appropriate criteria as set out by the Department for Education (DfE) for pupils in Years 9 to 11 (aged 13 to 16).
Grading	Achieved/not yet achieved.
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/7959/5.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



Qualification title	NCFE CACHE Level 2 Certificate in Relationships, Sex and Health Education (RSHE)
Ofqual qualification number (QN)	610/7960/1
Guided learning hours (GLH)	168
Total qualification time (TQT)	188
Nested suite	This qualification is part of a nested suite, including the following qualifications: • NCFE CACHE Level 2 Award in Relationships, Sex and Health Education (RSHE) (610/7959/5) • NCFE CACHE Level 2 Certificate in Relationships, Sex and Health Education (RSHE) (610/7960/1)
Minimum age	11
Qualification purpose	This qualification is designed to support secondary schools to meet the statutory requirement to deliver relationships, sex and health education (RSHE). It covers all age-appropriate criteria as set out by the Department for Education (DfE) for pupils in Years 7 to 11 (aged 11 to 16).
Grading	Achieved/not yet achieved.
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/7960/1.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



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Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

These qualifications aim to:

- focus on the study of relationship, sex and health education (RSHE) to support secondary schools to meet the statutory requirement
- provide learners with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy, enabling them to meet the challenges of creating a happy and successful adult life
- develop learners' knowledge to help them make sound decisions when facing risks and challenges in a variety of situations. It will help to prepare them for the opportunities, responsibilities and experiences of adult life, while also promoting spiritual, moral, social, cultural, mental and physical development of learners at school and within society.

The objectives of these qualifications are to:

- support learners to engage with and achieve the statutory learning requirements within the focused study of RSHE.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

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

Guidance for entry and registration

These qualifications are designed for secondary school aged learners studying compulsory relationships, and sex education (RSE) and health education (HE).

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

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

Centres are responsible for ensuring that all learners are capable of achieving the units and learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

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



Achieving these qualifications

Awards

To be awarded the Level 1 Award, learners are required to successfully achieve **2 units** (Unit 01 and Unit 02).

To be awarded the Level 2 Award, learners are required to successfully achieve **3 units** (Unit 03, Unit 04 and Unit 05).

Certificate

To be awarded the Level 2 Certificate, learners are required to successfully complete **5 units** (Unit 01, Unit 02, Unit 03, Unit 04 and Unit 05).

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

To achieve these qualifications, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Progression

Learners who achieve these qualifications could progress to the following:

- employment:
 - employment and/or an apprenticeship in the health and social care sector
- further education:
 - T Level in Health.

Learners who have completed the Level 1 Award in Relationships, Sex and Health Education (RSHE) could progress to:

- Level 2 Award in Relationships, Sex and Health Education (RSHE)
- Level 2 Certificate in Relationships, Sex and Health Education (RSHE).

Staffing requirements

Staff delivering these qualifications should have substantial experience within RSHE. Centres should also refer to the assessment strategy which can be found in Section 2 of the specification.

Resource requirements

There are no mandatory resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.



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.

These qualifications are internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Unless otherwise stated in this Qualification Specification, all learners taking these qualifications must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

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

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.



Section 2: unit content and assessment guidance

This section provides details of the structure and content of these qualifications, including grading, level and guided learning hours (GLH).

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

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



Unit 01 Relationships, sex and health education (RSHE) (Year 7) (F/652/3751)

Unit summary			
By the end of this unit, learners will understand the factors that can influence friendships and relationships throughout life, including how to manage conflict and how to maintain positive relationships. Learners will explore how personal choices can affect relationships, health and wellbeing, and will develop an understanding of healthy relationships and the factors that contribute to them. They will gain knowledge of physical, emotional and social changes that occur across different stages of life, as well as the processes of conception, birth and effective parenting. Learners will also understand how to promote and maintain good health, when and how to access healthcare services, and how to respond appropriately in situations where first aid may be required.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Mandatory for Level 1 Award and Level 2 Certificate	Achieved/not yet achieved	Level 1	36 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand influences and factors that can affect friendships throughout life, including how to deal with conflict	1.1 Identify internal and external influences that affect friendships throughout life
	1.2 Describe factors that might influence behaviour online
	1.3 Outline the differences between online and offline friendships
	1.4 Describe how an individual could manage conflict both online and offline and where to access help or advice
2. Understand respect in relationships	2.1 Identify the 'protected characteristics' included in equality laws
	2.2 Describe how bullying might involve prejudice and/or discrimination
	2.3 Give examples of prejudice and discrimination that have affected different groups of individuals
	2.4 State why stereotyping can be harmful
	2.5 Describe how to maintain positive and respectful relationships with others
3. Understand that personal choices can impact an individual's relationships and health	3.1 Describe how an individual's choice of hobbies and interests promotes positive physical and mental health
	3.2 Outline the benefits of how making a positive contribution to a community can influence an individual's wellbeing
	3.3 Give an example of when risky or unsafe choices could impact an individual's physical or mental health
	3.4 Give an example of when risky or unsafe choices can impact on an individual's relationships
4. Understand scenarios for accessing healthcare services and how to respond to an individual requiring first aid	4.1 Identify a range of healthcare scenarios in which different services would need to be accessed
	4.2 Describe how an individual may respond in a situation requiring first aid
	4.3 Describe the key steps of life-saving skills, including how to perform CPR safely and correctly, and when it should be used
	4.4 State the purpose of a defibrillator
	4.5 Identify situations in which a defibrillator may be needed



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	4.6 Identify who can use a defibrillator in an emergency
5. Understand how to be healthy	5.1 Describe techniques individuals could use to manage emotions
	5.2 State some of the changes that happen in the body when it experiences stress
	5.3 Describe some ways to manage stress
	5.4 Give examples of healthy and less healthy lifestyle choices
	5.5 Describe the key characteristics of some serious health conditions linked to less healthy lifestyle choices
	5.6 Identify how healthcare professionals can help an individual manage minor illnesses
6. Understand factors that contribute to healthy relationships	6.1 Describe behaviours and attitudes that contribute to healthy relationships
	6.2 Define the importance of maintaining own wellbeing and why this contributes to a healthy relationship
	6.3 Describe skills individuals can use to maintain their relationships
	6.4 Describe ways to manage feelings such as disappointment and frustration in a friendship or relationship
7. Understand the range of changes that occur at different life stages	7.1 Describe why the early years of a child's life are important for physical, emotional and brain development
	7.2 Describe the range of changes individuals may experience during puberty
	7.3 Describe the process of the menstrual cycle and menopause
	7.4 Explain why developing a positive body image is important in preparing for adulthood
8. Understand conception, birth and effective parenting	8.1 Describe how a baby is conceived and born
	8.2 Outline the key factors of effective parenting



Range
1. Understand influences and factors that can affect friendships throughout life, including how to deal with conflict
1.2 Factors Examples of factors that might influence behaviour online, these can be positive or negative and could include, but are not limited to: • positive: ○ digital awareness and responsible online use ○ access to safe, inclusive, and positive online communities ○ encouragement to think critically about online content ○ school or organisational expectations promoting respectful behaviour. • negative: ○ isolation ○ loneliness ○ addictive content including gaming ○ impact of unhealthy or obsessive comparison with others online including lifestyle and body image.
2. Understand respect in relationships
2.3 Individuals The term individuals (or the individual) typically refers to the person or people being discussed by the learner. 2.5 Relationships Examples of different types of relationships could include, but are not limited to: • intimate relationships, for example family members • professional relationships, for example teachers • people in the local community, for example bus driver, shop workers, neighbours • strangers, for example online/offline • friends.
4. Understand scenarios for accessing healthcare services and how to respond to an individual requiring first aid
4.1 Services The term services must include, but is not limited to: • pharmacists • GPs • nurses • healthcare practitioners • 999 • accident and emergency (A&E) • minor injuries department • family planning clinics • NHS 111 • local third-sector partners.



Range

5. Understand how to be healthy

5.5 Health conditions

The term health conditions must include, but is not limited to:

- cardiovascular disease
- type 2 diabetes
- high blood pressure
- obesity
- depression and anxiety.

5.6 Healthcare professionals

The term healthcare professional could include, but is not limited to:

- pharmacists
- GPs
- nurses
- healthcare practitioners.

6. Understand factors that contribute to healthy relationships

6.1 Behaviours

The term behaviours could include, but is not limited to:

- honesty
- support
- trust
- empathy
- effective communication.

6.3 Skills

The term skills could include, but is not limited to:

- compromise
- communication
- co-operation
- honesty
- trust
- patience.

7. Understand the range of changes that occur at different life stages

7.2 Changes

The term changes can be experienced by both males and females and could include, but is not limited to:

- hormones
- growth
- genital development
- sweat and hygiene



Range

- voice changes
- hair growth.

8. Understand conception, birth and effective parenting

8.2 Key factors

The term key factors includes, but is not limited to:

- financial stability
- social/economic
- emotional stability.

Delivery and assessment guidance

AC2.1 Learners must consider current equality legislation.

AC7.3 Learners must understand the biological process of the menstrual cycle and menopause in line with National Curriculum.

Discussions involving sensitive topics should be delivered in an age-appropriate manner, with centres using their professional judgement to determine the appropriate depth and context of the content covered. Centres have a responsibility to ensure that students are provided with up-to-date and accurate information that is relevant and meaningful to their learners.

Effective delivery of this work will necessitate a safe learning environment created and maintained using established and owned ground rules, clear expectations and a positive and authentic teacher–learner relationship.

Teaching and learning are 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.



Unit 02 Relationships, sex and health education (RSHE) (Year 8) (H/652/3752)

Unit summary			
By the end of this unit, learners will understand how identity can be shaped by personal beliefs, influences and relationships. They will explore factors that may affect future choices, how to manage risks to health and wellbeing, and the skills needed to build and maintain healthy relationships. Learners will also develop an understanding of online safety, including the safe use of AI technology, and will explore human sexual response, healthy intimate relationships and harmful relationship behaviours.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Mandatory for Level 1 Award and Level 2 Certificate	Achieved/not yet achieved	Level 1	36 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how influences, personal beliefs and relationship status can shape an individual's identity	1.1 Describe how personal beliefs can influence an individual's self-identity
	1.2 Give examples of influences on an individual's self-identity
	1.3 State the different beliefs individuals may have about the importance of marriage
	1.4 Describe the legal similarities and differences between: • marriage • civil partnership
	1.5 Identify the rights, responsibilities and protections of: • marriage • civil partnership
2. Understand factors that could influence an individual's future	2.1 Describe factors related to an individual's future employability
	2.2 Describe how online activity could both positively and negatively affect an individual's future
	2.3 State how personal data is collected and used online
	2.4 Define the term targeted advertising
	2.5 Describe ways an individual can protect their privacy online
3. Understand how to manage risks to an individual's health and wellbeing	3.1 Identify some of the influences that could impact negatively on an individual's mental and physical health
	3.2 Describe how an individual could resist peer pressure when it could lead to unwanted risk
	3.3 Identify a healthy morning and evening routine
	3.4 Describe ways an individual can maintain their personal hygiene including measures to reduce bacteria and infection
	3.5 Describe facts about vaccination, immunisation and antimicrobial resistance
4. Understand how an individual can recognise and manage the internal and external influences on relationships	4.1 Describe how different types of media could influence how an individual views themselves
	4.2 Describe how different types of media could influence an individual's relationship with others, positively or negatively
	4.3 State how respecting others' differing opinions can influence a relationship



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Understand skills for managing relationships, including identifying signs of control and where to access support	5.1 Identify relationship skills for managing conflict, reconciliation and ending relationships
	5.2 Identify signs of coercive control in different types of relationships
	5.3 Describe how an individual can access support if they are in an unhealthy relationship
6. Understand how an individual can recognise and manage safety with current AI technology	6.1 Define the term AI chatbot
	6.2 Describe how to stay safe when interacting with AI chatbots
	6.3 Define the term deepfakes
	6.4 Describe how deepfakes may be used harmfully
	6.5 Describe how an individual can recognise and report deepfakes
7. Understand human sexual response, healthy intimate relationships, and harmful relationship behaviours	7.1 Describe the human sexual response including sexual attraction
	7.2 Describe the factors that support intimate relationships with another person
	7.3 Identify behaviours that can make an intimate relationship unhealthy or harmful

Range
1. Understand how influences, personal beliefs and relationship status can shape an individual's identity
1.1 Personal beliefs The term personal beliefs could include, but is not limited to: - religious beliefs - cultural beliefs - political views - ethical beliefs.
1.1 Individuals The term individuals (or the individual) typically refers to the person or people being discussed by the learner.
2. Understand factors that could influence an individual's future
2.1 Factors The term factors could include, but is not limited to: - communication skills - teamwork - problem-solving skills - time management - reliability and adaptability - location and transport - accessibility needs - digital footprint.



Range
4. Understand how an individual can recognise and manage the internal and external influences on relationships
4.1 Media The term media must include, but is not limited to: • digital media (for example social media) • print media (for example newspapers and magazines) • broadcast media (for example television and radio).
5. Understand skills for managing relationships, including identifying signs of control and where to access support
5.1 Relationships Examples of different types of relationships could include, but are not limited to: • intimate relationships, for example family members • professional relationships, for example teachers • people in the local community, for example bus driver, shop workers, neighbours • strangers, for example online/offline • friends.
7. Understand human sexual response, healthy intimate relationships, and harmful relationship behaviours
7.2 Factors The term factors could include, but are not limited to: • consent • trust • mutual respect • honesty • kindness • loyalty • shared interests and outlooks • generosity • boundaries • tolerance • privacy • management of conflict • reconciliation.

Delivery and assessment guidance
AC2.1 Learners should consider online resources and tools available to them that could support future employment opportunities and online job applications.
AC2.4 Learners must understand the prevalence of misinformation online and why good judgement is beneficial when interacting with online information.
AC2.5 Learners must understand the options available to an individual to protect their privacy online, including sources of digital media and targeted advertising.



Delivery and assessment guidance

AC5.1 and AC5.2 Learners should consider the skills needed to manage conflict, repair relationships where appropriate, and end relationships respectfully. This may include recognising controlling or coercive behaviours in friendships and peer relationships, understanding their impact, and knowing how to access support. Discussion of these topics should be delivered in an age-appropriate way, with centres using their professional judgement to determine the depth and context of content covered.

AC7.3 Coverage of intimate relationships must be delivered with discretion in determining which aspects are appropriate for delivery in the classroom based on the age and maturity of learners.

Discussions involving sensitive topics should be delivered in an age-appropriate manner, with centres using their professional judgement to determine the appropriate depth and context of the content covered. Centres have a responsibility to ensure that students are provided with up-to-date and accurate information that is relevant and meaningful to their learners.

Effective delivery of this work will necessitate a safe learning environment created and maintained using established and owned ground rules, clear expectations and a positive and authentic teacher–learner relationship.

Teaching and learning are 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.



Unit 03 Relationships, sex and health education (RSHE) (Year 9) (K/652/3754)

Unit summary			
By the end of this unit, learners will understand the factors that can influence self-identity, self-esteem and decision-making, including links to risky behaviours. They will explore the impact of prejudice, discrimination and bullying on individuals and mental health, as well as the relationship between mental ill-health, body image and emotional wellbeing. Learners will also develop an understanding of the risks associated with violent crime, weapons and substance use, alongside sources of support. In addition, they will explore the importance of respect and choice in healthy intimate relationships and understand how to maintain and promote good sexual health.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Mandatory for Level 2 Award and Level 2 Certificate	Achieved/not yet achieved	Level 2	36 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand influences on self-identity and self-esteem, including how they can link to risky behaviour choices	1.1 Differentiate between the influences that could impact positively and negatively on self-identity and self-esteem 1.2 Discuss the links between an individual's self-esteem and risky behaviour choices
2. Understand the laws, risks, misconceptions, and support options related to violent crime and weapons	2.1 Describe the law relating to violent crimes 2.2 Describe the risks of purchasing weapons on and offline 2.3 Identify misconceptions around the purchasing, carrying and use of weapons 2.4 Identify support available to individuals if they are concerned about violence and or knife crime
3 Understand how prejudice, discrimination and bullying can arise, including how these can affect mental health	3.1 Discuss how prejudice or discrimination may lead to bullying or violence 3.2 Differentiate between bullying and non-bullying behaviours 3.3 Explain how an individual could get help if they were being bullied 3.4 Describe the links between prejudice, discrimination, bullying and mental ill-health
4. Understand links between mental ill-health and body image including strategies to support emotional wellbeing and sources of support	4.1 Describe examples of mental ill-health 4.2 Explain how body image and mental ill-health can be linked 4.3 Describe scenarios in which individual's develop resilience to cope with emotionally challenging situations 4.4 Identify skills that help an individual manage change positively 4.5 Describe ways an individual can access support with mental ill-health
5. Understand how substances can affect health and wellbeing	5.1 Identify ways that an individual can look after their body to help prevent disease and promote good health 5.2 Assess the various risks involving different substances on an individual's health and wellbeing 5.3 Identify some of the laws relating to substance use and misuse 5.4 Explain how stopping the misuse of substances can improve mental health



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	5.5 Identify how to access support for substance misuse
6. Understand that respect and choice underpin healthy intimate relationships	6.1 Discuss the considerations and choices individuals have when starting a healthy and respectful sexual relationship
	6.2 Describe the law on sexual consent
	6.3 Describe how individuals can keep themselves safe within an intimate/sexual relationship
	6.4 Describe behaviours that are considered harmful or inappropriate
	6.5 Explain why the behaviours identified may cause harm, even if not intended
7. Understand how to maintain and promote good sexual health	7.1 Discuss a range of sexually transmitted infections (STIs) with reference to short- and long-term impact on individuals
	7.2 Identify appropriate treatment methods for STIs
	7.3 Identify a range of contraceptive methods to protect from STIs and pregnancy
	7.4 Explain how contraception can support an individual's physical and emotional wellbeing
	7.5 Describe how an individual can maintain good sexual health once they become sexually active

Range
1. Understand influences on self-identity and self-esteem, including how they can link to risky behaviour choices
1.1 Influences The term influences could include, but is not limited to: • social media • peer pressure.
1.2 Individuals The term individuals (or the individual) typically refers to the person or people being discussed by the learner.
3 Understand how prejudice, discrimination and bullying can arise, including how these can affect mental health
3.3 Bullied The term bullied could include, but is not limited to: • physical/verbal bullying • digital/online bullying.
5. Understand how substances can affect health and wellbeing
5.2 Substances The term substances could include, but is not limited to: • alcohol • smoking



Range

- vaping
- illegal drugs
- prescription drugs.

6. Understand that respect and choice underpin healthy intimate relationships

6.1 Considerations and choices

The term considerations and choices could include, but is not limited to:

- contraception
- readiness
- consent
- personal values
- boundaries
- communication
- respect.

6.4 Behaviours

A range of behaviours to be covered including both verbal and non-verbal. Examples must include, but are not limited to:

- wolf whistling
- unwanted touch
- sexualised/inappropriate language
- body shaming
- upskirting.

7. Understand how to maintain and promote good sexual health

7.1 Sexually transmitted infections

The term sexually transmitted infections (STIs) could include but is not limited to medical conditions such as human immunodeficiency virus (HIV), chlamydia, gonorrhoea and syphilis.

Delivery and assessment guidance

AC6.1, AC7.4 and AC7.5 Discussion of sexual relationships should be delivered in an age-appropriate way, with centres using their professional judgement to determine the depth and context of content covered.

AC5.2 Learners must consider the risks to both physical health as well as mental health and wellbeing.

Discussions involving sensitive topics should be delivered in an age-appropriate manner, with centres using their professional judgement to determine the appropriate depth and context of the content covered. Centres have a responsibility to ensure that students are provided with up-to-date and accurate information that is relevant and meaningful to their learners.

Effective delivery of this work will necessitate a safe learning environment created and maintained using established and owned ground rules, clear expectations and a positive and authentic teacher–learner relationship.



Delivery and assessment guidance

Teaching and learning are 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.



Unit 04 Relationships, sex and health education (RSHE) (Year 10) (L/652/3755)

Unit summary			
By the end of this unit, learners will understand a range of factors that can affect health, wellbeing and personal safety. They will explore risks that may be encountered online and offline, the importance of equality and challenging inequality, and the role of consent in maintaining physical health. Learners will develop an understanding of health threats, common gynaecological health conditions and factors that can affect fertility, alongside ways to take responsibility for their own health and wellbeing. They will also explore the impact of financial wellbeing, media and misinformation on individuals' lives and relationships, and understand how change can be experienced positively and negatively.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Mandatory for Level 2 Award and Level 2 Certificate	Achieved/not yet achieved	Level 2	36 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand risks to personal safety that may be encountered online and offline	1.1 Identify ways to manage risks to personal safety
	1.2 Describe scenarios in which online and offline activity could lead to risk and harm to personal safety
	1.3 Identify the laws around possession of indecent images and what is meant legally by the term indecent
	1.4 Explain how sub-cultures or influencers can promote harmful beliefs about relationships
	1.5 Identify signs that an individual may be at risk of grooming or exploitation
	1.6 Describe the steps an individual can take to keep themselves and others safe online and offline
2. Understand equality, the links to an individual's wellbeing and how inequality can be challenged	2.1 Define what the term equality means in the UK
	2.2 Give examples of social injustice
	2.3 Define the term misogyny
	2.4 Explain how being treated unequally can affect an individual's physical and mental wellbeing
	2.5 Describe how prejudice, discrimination and inequality can be challenged
3. Understand consent in relation to physical health	3.1 Define the term Gillick competence
	3.2 Describe scenarios in which Gillick competence can be applied
	3.3 Explain factors in relation to consent that support successful organ donation
	3.4 Describe a scenario in which blood, organ or stem cell donation may bring benefit to the donor and recipient
4. Understand health threats, including how an individual can take responsibility for their health and subsequently preventing future health problems	4.1 Explain threats to health and how these can be prevented
	4.2 Describe how knowledge of physical health can contribute to planning for a successful future
	4.3 Explain why screening and self-examination are important for maintaining long-term health
	4.4 Describe how an individual could take responsibility for enhancing their own physical health



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Understand common gynaecological health conditions and possible causes of infertility	5.1 Define some common gynaecological health conditions, including: • premenstrual syndrome (PMS) • heavy menstrual bleeding • endometriosis • polycystic ovarian syndrome (PCOS). 5.2 Discuss the term infertility and possible causes for both men and women
6. Understand factors that impact individuals' financial wellbeing and available support options	6.1 Identify when money can be a positive or a negative factor in an individual's life 6.2 Discuss the term financial exploitation 6.3 Describe risks related to online gambling and gambling-like content within online games 6.4 Explain how financial exploitation and risks relating to online gambling could create financial and mental health difficulties 6.5 Identify how an individual can access support for financial concerns
7. Understand the challenges that media and misinformation can have on an individual's relationships and wellbeing	7.1 Compare the benefits and challenges of different types of long-term relationships 7.2 Explain how the media portrayal of relationships can affect an individual's expectations of their own relationships including the importance of being discerning 7.3 Assess how pornography could impact individuals emotionally or physically in a relationship 7.4 Discuss the terms strangulation and suffocation referring to both and their impact on physical and emotional wellbeing 7.5 Explain why strangulation and suffocation are criminal offences under UK law
8. Understand that change can feel positive and negative	8.1 Identify changes in society that could affect an individual's perceptions of relationships 8.2 Discuss strategies on how to cope positively with change 8.3 Explain how changes in families can affect an individual's relationships in the present and the future

Range
1. Understand risks to personal safety that may be encountered online and offline
1.1 Risks to personal safety The term risks to personal safety must include, but is not limited to: • water safety • independent travel • road safety • strangers • substance misuse. 1.2 Scenarios The term scenarios must include, but is not limited to:



Range

- online scams related to sex
- online gambling
- sale or purchase of illicit drugs online
- independent travel
- water safety
- strangers
- substance misuse (for example: alcohol and drugs).

1.4 Sub-cultures

The term sub-cultures could include, but is not limited to:

- online gaming communities
- influencer-led online communities
- involuntary celibates (incels) communities.

1.6 Individual

The term individuals (or the individual) typically refers to the person or people being discussed by the learner.

3. Understand consent in relation to physical health

3.3 Factors

The term factors could include, but is not limited to:

- prior registration with the organ donor register (ODR)
- family involvement
- prior communication of an individual's wishes.

5. Understand common gynaecological health conditions and possible causes of infertility

5.2 Possible causes

Possible causes could include, but not limited to:

- health conditions
- medications
- genetic compatibility
- age
- lifestyle.

7. Understand the challenges that media and misinformation can have on an individual's relationships and wellbeing

7.1 Long-term relationships

The term long-term relationships could include, but is not limited to:

- marriage
- cohabitation
- civil partnership.



Delivery and assessment guidance

AC4.2 Learners should understand that taking responsibility for their own physical health extends to more than daily actions and routine care. Learners should consider the management of emotional wellbeing, awareness of health risks and actively making good choices to support long-term wellbeing and positive outcomes.

AC8.3 Learners should consider the positives and negatives of how changes in families can affect individual's relationships in the present and in the future.

Discussions involving sensitive topics should be delivered in an age-appropriate manner, with centres using their professional judgement to determine the appropriate depth and context of the content covered. Centres have a responsibility to ensure that students are provided with up-to-date and accurate information that is relevant and meaningful to their learners.

Effective delivery of this work will necessitate a safe learning environment created and maintained using established and owned ground rules, clear expectations and a positive and authentic teacher–learner relationship.

Teaching and learning are 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.



Unit 05 Relationships, sex and health education (RSHE) (Year 11) (M/652/3756)

Unit summary			
By the end of this unit, learners will understand the legislation, rights and choices that affect relationships, including laws relating to sexual offences and their impact on individuals. Learners will explore key information about pregnancy and reproductive health, develop an understanding of different forms of gender-based sexual violence, and consider how personal identity can influence relationships and experiences.			
Assessment			
This unit is internally assessed and externally quality assured via a portfolio of evidence.			
Mandatory for Level 2 Award and Level 2 Certificate	Achieved/not yet achieved	Level 2	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the legislation affecting relationships, including the rights and choices	1.1 Provide information on key legislation affecting relationships
	1.2 Describe the terms: • common-law marriage • cohabiting couples • non-legally binding ceremonies.
	1.3 Explain the legalities within the UK for the following: • common-law marriage • cohabiting couples • non-legally binding ceremonies.
	1.4 Describe what is meant by the term forced marriage
	1.5 Explain the law relating to the minimum legal age for marriage
2. Understand laws relating to sexual offences and how they may affect individuals	2.1 Describe the law relating to online activity and sexually explicit content in relation to young people
	2.2 Identify harmful sexual offences and discuss how they would impact individuals
	2.3 Provide methods of reporting incidents of sexual offences and how to access support
3. Understand key information relating to pregnancy and reproductive health	3.1 State facts relating to pregnancy and miscarriage
	3.2 Discuss choices an individual has in relation to pregnancy
	3.3 Describe how healthy behaviours before and during pregnancy support wellbeing
	3.4 Identify where support can be accessed regarding: • sexual and reproductive health • miscarriage • pregnancy loss.
4. Understand types of gender-based sexual violence	4.1 Describe the following terms: • female genital mutilation (FGM) • virginity testing • hymenoplasty.
	4.2 Describe ways these practices can harm an individual, including physical and emotional harm



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	4.3 Discuss the offences associated with gender-based sexual violence practices, including assisting or failure to protect
	4.4 Describe where to access help or support regarding gender-based sexual violence practices
5. Understand that relationships can be influenced by personal identity	5.1 Identify ways a school community could support inclusion and equalities
	5.2 Describe how tolerance is essential in respecting an individual's personal identity
	5.3 Assess a range of relationship scenarios where there is a power imbalance and how this affects those involved
	5.4 Explain how personal identity may support an individual to consider their readiness for sexual intimacy

Range
1. Understand the legislation affecting relationships, including the rights and choices
1.1 Key legislation The learner must consider current primary and secondary legislation in relation to: • sexual offences • equality • online safety • human rights.
2. Understand laws relating to sexual offences and how they may affect individuals
2.2 Harmful sexual offences The term harmful sexual offences could include, but is not limited to: • physical assault including touching • unsolicited sexual attention • sexual exploitation • sexual language including using age-inappropriate sexual language • talking and sharing intimate or sexual images without consent • public sexual harassment • pressuring others to engage in sexual activities • grooming • upskirting • domestic abuse • harassment and stalking • coercive or controlling behaviour • online offences (for example online harassment and the sharing of indecent images).
2.2 Individuals The term individuals (or the individual) typically refers to the person or people being discussed by the learner.



Range

3. Understand key information relating to pregnancy and reproductive health

3.1 Facts

The term facts in relation to pregnancy and miscarriage must include, but is not limited to:

- the typical length of a pregnancy
- the different stages of pregnancy
- common physical and hormonal changes that occur during pregnancy
- early signs and symptoms of both pregnancy and miscarriage
- physical impacts of a miscarriage can have on individuals
- the emotional impact a miscarriage can have on individuals and families.

3.3 Healthy behaviours

The term healthy behaviours must include, but is not limited to:

- pre-conception care
- folic acid use
- pelvic floor health.

5. Understand that relationships can be influenced by personal identity

5.1 Inclusion and equalities

The terms inclusion and equalities must include, but is not limited to:

- gender identity
- sexual orientation.

5.4 Readiness

The term readiness could include, but is not limited to an individual:

- age
- emotional maturity
- values and beliefs
- sexual health
- confidence and self-worth.

Delivery and assessment guidance

AC1.1 Learners should consider relevant legislation, what the law covers and how it affects relationships between individuals.

AC2.1 Discussion of sexually explicit content should be delivered in an age-appropriate way, with centres using their professional judgement to determine the depth and context of content covered.

AC5.3 Learners should consider the impact of a power imbalance in a relationship could have on self-identity. Learners must consider the impact of coercive control in a relationship.

Discussions involving sensitive topics should be delivered in an age-appropriate manner, with centres using their professional judgement to determine the appropriate depth and context of the content



Delivery and assessment guidance

covered. Centres have a responsibility to ensure that students are provided with up-to-date and accurate information that is relevant and meaningful to their learners.

Effective delivery of this work will necessitate a safe learning environment created and maintained using established and owned ground rules, clear expectations and a positive and authentic teacher–learner relationship.

Teaching and learning are 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.



NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in these qualifications are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.



Section 3: explanation of terms

This table explains how the terms used at **level 1** in the unit content are applied to this qualification (not all verbs are used in this qualification).

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



This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

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



State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.



Section 4: support

Support materials

The following support materials are available to assist with the delivery of these qualifications and are available on the NCFE website:

- Qualification Factsheet

Other support materials

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

Products to support the delivery of these qualifications may be available. For more information about these resources and how to access them, please visit the NCFE website.

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Appendix A: units

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

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

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	GLH	Level 1 Award	Level 2 Award	Level 2 Certificate
	Unit 01	F/652/3751	Relationships, sex and health education (RSHE) (Year 7)	1	36	✓		✓
	Unit 02	H/652/3752	Relationships, sex and health education (RSHE) (Year 8)	1	36	✓		✓
	Unit 03	K/652/3754	Relationships, sex and health education (RSHE) (Year 9)	2	36		✓	✓
	Unit 04	L/652/3755	Relationships, sex and health education (RSHE) (Year 10)	2	36		✓	✓
	Unit 05	M/652/3756	Relationships, sex and health education (RSHE) (Year 11)	2	24		✓	✓

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.



Change history record

Version	Publication date	Description of change
v1.0	September 2026	First publication