



# **PHILIPS HIGH SCHOOL**

## **POLICY ON**

### **RELATIONSHIPS & SEX EDUCATION (RSE)**

Policy Reviewed: June 2023  
Adopted by the Governing Body 12.11.2019

## **Rationale and ethos**

Philips High school believes that RSE makes an essential contribution to every student's health, wellbeing and preparation for adult life in society. It is an integral part of our Personal Development provision. Teachers understand that stage of development and the experiences of any group of young people of the same age will be diverse and varied. This has been carefully considered when designing the curriculum content and appropriate teaching approaches. The creation of a safe and secure learning environment is embedded through the use of standardised ground rules to ensure appropriate discussion and safeguarding. The school acknowledges the importance of its pastoral role in the welfare of young people, and will provide targeted support where the need arises including preventative work and additional support for our SEND pupils. The aim of this policy is to communicate to staff, governors, parents/guardians, visitors and students the manner in which RSE will be delivered and supported at Philips High School.

## **Roles and responsibilities**

The RSE programme will be led by the **Associate Assistant Headteacher (Personal Development)** and it will be taught by pastoral teaching staff and supported by specialist external agencies. Teaching staff will receive RSE training where required as part of the school's CPD programme.

## **Legislation (statutory regulations and guidance)**

As of September 2020 PHS will be required to teach RSE as outlined by the Department for Education statutory guidance. Parents can request that their child be withdrawn from sex education lessons only as part of RSE lesson, unless there are exceptional circumstances, or until 3 terms before the child turns 16 (see below). Documents that inform the school's RSE policy include: Education Act (1996), Learning and Skills Act (2000), Education and Inspections Act (2006), Equality Act (2010), Supplementary Guidance SRE for the 21st century (2014), Keeping children safe in education – Statutory safeguarding guidance (2016), Children and Social Work Act (2017).

## **Curriculum design**

RSE is part of the lifelong learning about relationships, sex, sexuality, emotions and sexual health. The RSE programme will promote the spiritual, moral, cultural, mental and physical development of pupils and prepare them for responsibilities and experiences of life. Pupils are helped to examine their own and other people's attitudes and values and to respect the rights of others to their own opinions. RSE lessons help pupils develop a positive self-image, self-esteem, responsibility and the ability to make safe, informed decisions.

RSE encourages the acquisition of skills so that pupils' relationships with others can be positive, fulfilling and respectful. It helps pupils explore how to be themselves in terms of beliefs, culture and traditions and to respect others. It provides opportunities to develop communication skills and assertiveness within a range of different situations and supports them to recognise opportunities to develop physical and mental wellbeing.

The RSE programme provides pupils with an understanding of the nature and diversity of relationships and sexuality. It provides an objective and balanced view of sexual matters, correcting any misconceptions pupils may have gained.

The school's policy for equal opportunities also underpins the teaching of RSE. RSE can act as a basis for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-esteem and self-worth in a learning environment that recognises and respects difference. We work to ensure that our RSE programme is relevant and accessible to all our pupils and that it is appropriate for all levels of understanding and maturity. It is respectful of how pupils choose to identify themselves, their sexual orientation and gender identity.

The school recognises the need to begin with pupils' own experiences, beliefs and values and, therefore, places a high importance on creating a supportive and secure atmosphere where they can develop the confidence needed to talk, listen and think about RSE. In order to do this, teachers establish ground rules with pupils emphasising the importance of mutual respect and no open personal disclosures in a class setting. All staff and pupils are aware of the school's confidentiality policy. The school also draws on a range of teaching methods in order to encourage exploration of attitudes, values and beliefs, using active learning methods which involve pupils and help them to depersonalise information. This also increases the likelihood of the learning being relevant and effective. Teachers include activities where pupils' can practise and develop confidence in using communication, negotiation and decision making skills. Resources are chosen which represent diverse beliefs, which are appropriate to pupils' age, maturity and religious and cultural background.

RSE is taught within the ethos and values framework of the whole school. It is expected that teachers' personal beliefs and attitudes will not influence their teaching of RSE. They will address pupils' questions with due regard to the beliefs and values of the child's family. RSE is also part of the school's provision for Spiritual, Moral, Social and Cultural development. It encourages each student to develop confidence and a clear awareness of their own beliefs and values and to develop mutual understanding and respect between students for their diverse beliefs and values.

Our RSE curriculum follows the iAchieve RSHE programme, delivered in Character lessons, which has been created to cover all the mandatory requirements. Pupils will still have this learning

supported by form time activities and external visitors on Drop Down Days to ensure a rich coverage of topics and time for key messages to be embedded. See appendix a for detailed scheme of work.

Year 7	Year 8	Year 9	Year 10	Year 11
Understand how I manage influences on my relationships. Understand how respect impacts on relationships. Understand that the choices I make affect my relationships, health and future. Understand how to be healthy. Understand what can make a relationship healthy or unhealthy. Understand the range of changes which are preparing me for adulthood.	Understand how to identify influences and differences and use these positively in my relationships. Understand how respect and equality, or the lack of these, affects relationships. Understand that choices I make now can affect my future. Understand how to manage risks to my health and wellbeing. Understand how to recognise and manage the internal and external influences on my relationships. Understand factors that can make an intimate relationship happy and healthy.	Understand how the choices I make and the risks I take impact on my health and relationships. Understand how prejudice, discrimination and bullying can arise and how these can affect mental health. Understand my own mental health and how to recognise signs of mental ill-health in myself and others. Understand how substances can affect wellbeing. Understand that respect and choice underpin healthy intimate relationships. Understand how change can affect mental health.	Understand how to be safe in my online and offline relationships. Understand how equality and inequality can affect relationships. Understand how relationships and being part of a community can support people. Understand how to take responsibility for my health and for preventing future health problems. Understand the importance of love, trust and respect in intimate relationships and what can happen when these are missing. Understand that change can feel positive and negative.	Understand some of the rights and responsibilities that affect me, including preserving life and helping others. Understand what I need to do to achieve successful health, relationships and life goals. Understand the importance of sexual and reproductive health. Understand that relationships are influenced by personal identity.

RSE, although mainly covered on DDDs and in Character lessons, is not an isolated subject and permeates the whole school curriculum, the ethos of the school and the pastoral system. All subjects, but particularly Science, Religious Education, English and Drama provide a focus for exploring some elements of RSE. See appendix b for how Science covers the reproduction units as KS3 and KS4.

Our RSE programme is inclusive of all and matched to the needs of our pupils by differentiated resources. SEND pupils have individual targets set on their IEPs to ensure class teacher and support staff can support students to ensure they are clear on areas such as personal boundaries and consent. RSE is taught through a range of teaching methods and interactive activities and supported by specialist organisations. High quality resources support our RSE provision and will be reviewed through the evaluation process. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context. Pupils will be encouraged to reflect on their own learning and progress by completing self-evaluation each term. An overview of the learning in each year group can be found on the school website.

## **Safe and Effective Practice**

We will ensure a safe learning environment by both teachers and pupils adhering to agreed ground rules which will be displayed at the start of each lesson. Distancing techniques such as depersonalising stories will be encouraged to protect anonymity. Pupils will be able to raise questions anonymously by posting on a question wall/question box. All staff teaching RSE will be supported by the Associate Assistant Headteacher (Personal Development).

## **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where this occurs teachers will consult with the designated safeguarding lead and in his absence their deputies Assistant Headteacher (Personal Development & Resourcing) or Deputy Head Teacher and ensure everything is recorded on My Concern. As part of the ground rules pupils are made aware of our Confidentiality Policy and that they understand if staff feel they are at risk this information will be shared. Visitors/external agencies which support the delivery of RSE are partnered with PHS staff at all times and will follow school's safeguarding procedures. Visitors are required to provide a DBS check and photo ID on arrival and must wear a visitor's badge at all times. Presentations are planned and shared in advance with the Head of Character to ensure content is appropriate. Staff all know where/who to refer pupils for confidential advice and support and these services are signposted to students frequently.

## **Engaging stakeholders**

The policy will be available to parents on the school website. We are committed to working with parents and carers ensuring that they are fully aware of what is being taught and plan to hold yearly presentations at the Headteacher's briefings to showcase our programme and ask for feedback. Due to Covid-19 parent feedback has been requested through Google forms. Parents will know when Relationships and Sex education will be taught as the programme will be included on the Learning Journey for Character (see department pages).

## **Withdrawals**

Under the new statutory framework parents can withdraw from Sex Education but not Relationship Education. Parents can request withdrawal from some or all of sex education within PSHE (Character/DDD) lessons, but not from Science lessons, and can do so up to and until three terms before the child turns 16 at which point it will be up to the child to choose whether they want full access to Sex Education. If a parent/carers requests that their child be removed from these lessons, this needs to be put in writing to the Head Teacher and an appointment made to come into school to discuss this with both the Head Teacher and the Head of Character.

Pupils that are withdrawn from Sex Education will be provided with alternative work on relationships education, supervised in the school library or an alternative classroom. Three terms before the child is 16 pupils can if they choose re-join Sex Education classes and will be provided with catch up support by an RSE specialist.

It has been agreed that parents can choose to remove pupils from the following lessons:

- Parents can chose to remove pupils from lessons that support pupils in recognising the characteristics of healthy one-to-one intimate relationship**
- Contraception is covered in the KS4 Science curriculum. Parents can choose however, to remove pupils from lessons on how to use condoms safely covered in SRE lessons.**
- Parents can chose to remove pupils from lessons on choices in relation to pregnancy including keeping the baby, adoption and abortion.**
- Parents can remove pupils from lesson relating to sexually explicit material e.g. pornography and how this presents a distorted picture of sexual behaviours.**

For full information on statutory guidance please see:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

### **Monitoring, reporting and evaluation**

Teachers will critically reflect on their work in delivering RSE as part of the staff evaluation process. Pupils will have opportunities to review and reflect on their learning during lessons, on their self-evaluations and through pupil voice. Pupil voice will continue to be influential in adapting and amending planned learning activities as will external agency advice for additional lessons where local need arises. Governors will be informed of the RSE policy and curriculum through link meetings between the Head of Character and link Governor. Pupil voice and staff voice will be used to review and tailor our RSE programme to match the different needs of pupil.

### **RSE policy review date**

The policy and teaching programme will be reviewed every 12 months, based on the outcome of monitoring and evaluation, assessment of knowledge and understanding of information and issues addressed in RSE, pupils' and teachers' responses to teaching content and methods. This will ensure that the programme remain in line with current Department for Education advice and guidance.

## **APPENDIX A**

NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6), (603/4764/8), (603/4765/X)  
Relationships, Sex and Health Education (Year 7)

<b>Learning Outcome 1: Understand how I manage influences on my relationships</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
1.1 Identify internal and external influences in my life	Session 1, Page 2	<b>Respectful relationships including friendships:</b> a) 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.  b) Practical steps they can take in a range of different contexts to improve or support respectful relationships.  d) 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.  <b>Online and media:</b> a) Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
1.2 Give examples of things that might influence my behaviour online	Session 1, Page 3	
1.3 Explain how to maintain positive relationships with others both online and offline	Session 1, Page 4 – 6	
1.4 State how to report online risks	Session 1, Page 7	

		<p><b>Being safe:</b></p> <p>a) 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.</p> <p><b>Intimate and sexual relationships, including sexual health:</b></p> <p>d) That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p><b>Mental wellbeing:</b></p> <p>b) That happiness is linked to being connected to others.</p> <p>e) 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.</p> <p><b>Internet safety and harms:</b></p> <p>a) 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</p>
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		<p>gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p>b) 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.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 7)

<b>Learning Outcome 2: Understand how respect impacts on relationships</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
2.1 Describe what the Equality Act says about 'protected characteristics'	Session 2, Page 2	<p><b>Families:</b> g) 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.</p> <p><b>Respectful relationships including friendships:</b> a) 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.</p> <p>b) Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>c) 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).</p>
2.2 Describe how bullying might involve prejudice and/or discrimination	Session 2, Page 4 – 7	
2.3 Explain why stereotyping isn't helpful	Session 2, Page 8 – 10	
2.4 Give examples of prejudice and/or discrimination that have affected different groups of people	Session 2, Page 4 – 7	

		<p>d) 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.</p> <p>e) About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>f) That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>h) 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.</p> <p><b>Being safe:</b></p> <p>a) 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.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 7)

<b>Learning Outcome 3: Understand that the choices I make affect my relationships, health and future</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
3.1 Identify some of my dreams and goals	Session 3, Page 2 & 3	<p><b>Families:</b> g) 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.</p> <p><b>Respectful relationships including friendships:</b> a) 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.</p> <p>f) That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p><b>Being safe:</b> a) The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage,</p>
3.2 Explain how responsible choices enable me to move towards my dreams and goals	Session 3, Page 4	
3.3 Give an example of when a risky or unsafe choice could affect a person's dreams and goals	Session 3, Page 4	
3.4 Demonstrate how to respond in a situation requiring first aid	Session 3, Page 5	

		<p>honour-based violence and FGM, and how these can affect current and future relationships.</p> <p><b>Intimate and sexual relationships, including sexual health:</b></p> <p>b) 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.</p> <p>d) That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p><b>Mental wellbeing:</b></p> <p>e) 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.</p> <p><b>Drugs, alcohol and tobacco:</b></p> <p>a) The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <p>c) The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p>
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		<p><b>Basic first aid:</b></p> <ul style="list-style-type: none"><li>a) Basic treatment for common injuries.</li><li>b) Life-saving skills, including how to administer CPR.</li><li>c) The purpose of defibrillators and when one might be needed.</li></ul>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 7)

<b>Learning Outcome 4: Understand how to be healthy</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
4.1 Explain why people need to take responsibility for their health	Session 4, Page 2	<b>Mental wellbeing:</b> a) How to talk about their emotions accurately and sensitively, using appropriate vocabulary.  c) How to recognise the early signs of mental wellbeing concerns.  e) 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.  f) The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.  <b>Physical health and fitness:</b> a) The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.  b) 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.
4.2 Describe techniques some people could use to manage their emotions	Session 4, Page 7 – 9	
4.3 State some of the changes that happen in the body when it experiences stress	Session 4, Page 11 – 13	
4.4 Give examples of healthy and less healthy lifestyle choices	Session 4, Page 3 – 6, 10 & 14	

		<p><b>Healthy eating:</b></p> <p>a) How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p> <p><b>Drugs, alcohol and tobacco:</b></p> <p>a) The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <p>c) The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>e) Awareness of the dangers of drugs which are prescribed but still present serious health risks.</p> <p>f) The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p> <p><b>Health and prevention:</b></p> <p>d) The facts and science relating to immunisation and vaccination.</p> <p>e) The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 7)

<b>Learning Outcome 5: Understand what can make a relationship healthy or unhealthy</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
5.1 Describe behaviours that help make relationships healthy	Session 5, Page 2	<p><b>Families:</b></p> <p>a) That there are different types of committed, stable relationships.</p> <p>g) 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.</p> <p><b>Respectful relationships including friendships:</b></p> <p>a) 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.</p> <p>b) Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>d) That in school and in wider society they can expect to be treated with respect by others, and that in turn they should</p>
5.2 Describe attitudes that help make relationships healthy	Session 5, Page 2	
5.3 Describe behaviours that could make relationships unhealthy	Session 5, Page 3	
5.4 Describe attitudes that could make relationships unhealthy	Session 5, Page 3	
5.5 Explain why being discerning is important to people's wellbeing	Session 5, Page 4	
5.6 Give examples of skills people can use to stay happy and healthy in their relationships	Session 5, Page 5	

		<p>show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p><b>Online and media:</b></p> <p>a) Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>b) 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.</p> <p>c) Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>d) What to do and where to get support to report material or manage issues online.</p> <p><b>Being safe:</b></p> <p>a) 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.</p> <p>b) How people can actively communicate and recognise consent from others, including sexual consent, and how and</p>
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		<p>when consent can be withdrawn (in all contexts, including online).</p> <p><b>Intimate and sexual relationships, including sexual health:</b></p> <p>a) 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.</p> <p>b) 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.</p> <p>d) That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p><b>Mental wellbeing:</b></p> <p>e) 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.</p> <p><b>Internet safety and harms:</b></p> <p>a) 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</p>
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		<p>related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p>b) 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.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 7)

<b>Learning Outcome 6: Understand the range of changes which are preparing me for adulthood</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
6.1 Describe the range of changes people may experience during puberty	Session 6, Page 2 – 5	<b>Families:</b> a) That there are different types of committed, stable relationships.  b) How these relationships might contribute to human happiness and their importance for bringing up children.  d) Why marriage is an important relationship choice for many couples and why it must be freely entered into.  e) The characteristics and legal status of other types of long-term relationships.  f) The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.  <b>Respectful relationships including friendships:</b> a) 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,
6.2 Explain why developing a positive body image is important	Session 6, Page 6 & 7	
6.3 Describe how a baby can be conceived and born	Session 6, Page 8 & 9	
6.4 Outline the most important things I would need to consider when thinking about having my own children	Session 6, Page 10	

		<p>reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>c) 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).</p> <p>d) 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.</p> <p><b>Online and media:</b></p> <p>a) Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>b) 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.</p> <p>c) Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p>
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		<p><b>Intimate and sexual relationships, including sexual health:</b></p> <p>a) 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.</p> <p>c) The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</p> <p>g) The facts around pregnancy including miscarriage.</p> <p>h) 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).</p> <p><b>Mental wellbeing:</b></p> <p>b) That happiness is linked to being connected to others.</p> <p><b>Internet safety and harms:</b></p> <p>a) 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</p>
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		<p>gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p><b>Changing adolescent body:</b></p> <p>a) Key facts about puberty, the changing adolescent body and menstrual wellbeing.</p> <p>b) The main changes which take place in males and females, and the implications for emotional and physical health.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 8)

<b>Learning Outcome 1: Understand how to identify influences and differences and use these positively in my relationships</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
1.1 Explain how personal beliefs can influence someone's self-identity	Session 1, Page 2 & 3	<b>Families:</b> a) That there are different types of committed, stable relationships  b) How these relationships might contribute to human happiness and their importance for bringing up children.  c) 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.  d) Why marriage is an important relationship choice for many couples and why it must be freely entered into.  e) The characteristics and legal status of other types of long-term relationships.  <b>Respectful relationships including friendships:</b> a) The characteristics of positive and healthy friendships (in all contexts, including online)
1.2 Give examples of some of the influences on people's self-identity	Session 1, Page 2 & 3	
1.3 Give examples of different people's beliefs about the importance of marriage	Session 1, Page 5	
1.4 Give an example of how respecting someone's right to hold opinions different from mine could benefit a relationship	Session 1, Page 4	

		<p>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.</p> <p>b) Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>c) 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).</p> <p>d) 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.</p> <p><b>Online and media:</b></p> <p>a) Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 8)

<b>Learning Outcome 2: Understand how respect and equality, or the lack of these, affects relationships</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
2.1 Give examples of social injustice	Session 2, Page 5	<b>Respectful relationships including friendships:</b> a) 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.  b) Practical steps they can take in a range of different contexts to improve or support respectful relationships.  c) 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).  d) 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.
2.2 Describe how prejudice and discrimination can be challenged	Session 2, Page 6	
2.3 Explain how making a positive contribution to a community can support someone's mental wellbeing	Session 2, Page 7	

		<p>f) That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>h) 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.</p> <p><b>Being safe:</b></p> <p>a) 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.</p> <p><b>Mental wellbeing:</b></p> <p>b) That happiness is linked to being connected to others.</p> <p>f) The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p> <p><b>Physical health and fitness:</b></p> <p>c) About the science relating to blood, organ and stem cell donation.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 8)

<b>Learning Outcome 3: Understand that choices I make now can affect my future</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
3.1 Give examples of when money can be a positive or a negative factor in a person's life	Session 3, Page 4	<b>Online and media:</b> a) Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.  b) 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.  c) Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.  d) What to do and where to get support to report material or manage issues online.  h) How information and data is generated, collected, shared and used online.  <b>Mental wellbeing:</b> d) Common types of mental ill health (e.g. anxiety and depression).
3.2 Identify some employability skills I am developing	Session 3, Page 5	
3.3 Explain how my online activity could both positively and negatively affect my future	Session 3, Page 6 & 7	

		<p>e) 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.</p> <p>f) The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p> <p><b>Internet safety and harms:</b></p> <p>a) 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 and information is targeted at them and how to be a discerning consumer of information online.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 8)

<b>Learning Outcome 4: Understand how to manage risks to my health and wellbeing</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
4.1 Identify some of the influences that could impact negatively on a person's mental and physical health	Session 4, Page 2 – 14	<p><b>Families:</b> g) 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.</p> <p><b>Respectful relationships including friendships:</b> a) 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.</p> <p>f) That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p><b>Mental wellbeing:</b></p>
4.2 Explain how different substances can affect health	Session 4, Page 8	
4.3 Describe how to resist peer pressure when it could lead to unwanted risk	Session 4, Page 15 & 16	
4.4 Demonstrate ways to help me stay healthy	Session 4, Page 2 – 14	

		<p>c) How to recognise the early signs of mental wellbeing concerns.</p> <p>d) Common types of mental ill health (e.g. anxiety and depression).</p> <p>e) 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.</p> <p>f) The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p> <p><b>Physical health and fitness:</b></p> <p>a) The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p> <p>b) 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.</p> <p><b>Drugs, alcohol and tobacco:</b></p> <p>a) The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p>
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		<p>b) The law relating to the supply and possession of illegal substances.</p> <p>c) The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>d) The physical and physiological consequences of addiction, including alcohol dependency.</p> <p>e) Awareness of the dangers of drugs which are prescribed but still present serious health risks.</p> <p>f) The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p> <p><b>Health and prevention:</b></p> <p>a) About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p>b) About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p> <p>d) The facts and science relating to immunisation and vaccination.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 8)

<b>Learning Outcome 5: Understand how to recognise and manage the internal and external influences on my relationships</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
5.1 Show how the media (including social media) could influence how I feel about myself	Session 5, Page 2	<b>Respectful relationships including friendships:</b> a) 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.  b) Practical steps they can take in a range of different contexts to improve or support respectful relationships.  d) 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.  <b>Online and media:</b> a) Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
5.2 Show how the media (including social media) could influence my relationships with others, positively or negatively	Session 5, Page 3	
5.3 Identify relationship skills that are helpful for me to know and practise	Session 5, Page 4	
5.4 Identify signs of coercive control in a relationship	Session 5, Page 6 & 7	
5.5 Describe how people can get support if they are in controlling relationships	Session 5, Page 7	

		<p>b) 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.</p> <p>c) Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>d) What to do and where to get support to report material or manage issues online.</p> <p>g) That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p><b>Being safe:</b></p> <p>a) 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.</p> <p>b) 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).</p> <p><b>Mental wellbeing:</b></p>
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		<p>e) 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.</p> <p><b>Intimate and sexual relationships, including sexual health:</b></p> <p>a) 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.</p> <p>b) 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.</p> <p><b>Internet safety and harms:</b></p> <p>a) 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 and information is targeted at</p>
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		<p>them and how to be a discerning consumer of information online.</p> <p>b) 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.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 8)

<b>Learning Outcome 6: Understand factors that can make an intimate relationship happy and healthy</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
6.1 Describe the human sexual response including sexual attraction	Session 6, Page 2 & 3	<b>Families:</b> a) That there are different types of committed, stable relationships.  b) How these relationships might contribute to human happiness and their importance for bringing up children.  c) 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.  d) Why marriage is an important relationship choice for many couples and why it must be freely entered into.  e) The characteristics and legal status of other types of long-term relationships.  g) How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other
6.2 List things people can do to help an intimate relationship with another person be positive	Session 6, Page 4 & 5	
6.3 Identify behaviours that can make an intimate relationship unhealthy or harmful	Session 6, Page 6	
6.4 Identify where I can access support and help if I am concerned about a relationship issue	Session 6, Page 7	

		<p>relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p> <p><b>Respectful relationships including friendships:</b></p> <p>a) 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.</p> <p>b) Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>c) 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).</p> <p>d) 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.</p>
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		<p>e) About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>f) That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>g) What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p><b>Online and media:</b></p> <p>e) The impact of viewing harmful content.</p> <p>f) 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.</p> <p>g) That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p><b>Being safe:</b></p> <p>a) The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming,</p>
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		<p>coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <p>b) That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p><b>Mental wellbeing:</b></p> <p>b) That happiness is linked to being connected to others.</p> <p>e) 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.</p> <p><b>Intimate and sexual relationships, including sexual health:</b></p> <p>a) 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.</p> <p>b) That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional,</p>
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		<p>mental, sexual and reproductive health and wellbeing.</p> <p>d) That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>e) That they have a choice to delay sex or enjoy intimacy without sex.</p> <p>i) 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.</p> <p>j) About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>k) How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>l) How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p><b>Internet safety and harms:</b></p> <p>a) The similarities and differences between the online world and the physical world, including:</p>
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		<p>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 and information is targeted at them and how to be a discerning consumer of information online.</p> <p>b) 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.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 9)

<b>Learning Outcome 1: Understand how the choices I make and the risks I take impact on my health and relationships</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
1.1 Differentiate between the influences that could impact positively and negatively on self-identity	Session 1, Page 2	<p><b>Families:</b> g) 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.</p> <p><b>Respectful relationships including friendships:</b> a) 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.</p> <p>d) 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.</p>
1.2 Discuss the links between a person's self-esteem and risky behaviour choices	Session 1, Page 3 – 5	
1.3 Apply my knowledge about risk to suggest ways to keep myself safe	Session 1, Page 6	

		<p>f) That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p><b>Online and media:</b></p> <p>a) Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p><b>Mental wellbeing:</b></p> <p>b) That happiness is linked to being connected to others.</p> <p>e) 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.</p> <p><b>Being safe:</b></p> <p>a) 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.</p> <p>b) 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).</p>
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		<p><b>Intimate and sexual relationships, including sexual health:</b></p> <p>a) 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.</p> <p>b) 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.</p> <p>d) That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>k) How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p><b>Drugs, alcohol and tobacco:</b></p> <p>c) The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 9)

<b>Learning Outcome 2: Understand how prejudice, discrimination and bullying can arise and how these can affect mental health</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
2.1 Discuss how prejudice or discrimination may lead to bullying or violence	Session 2, Page 1 – 5	<b>Respectful relationships including friendships:</b> a) 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.  b) Practical steps they can take in a range of different contexts to improve or support respectful relationships.  c) 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).  d) 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.
2.2 Differentiate between behaviours that are bullying and those that are not	Session 2, Page 6	
2.3 Explain how someone could get help if they were being bullied through the Internet or social media	Session 2, Page 8	
2.4 Describe the links between either discrimination or bullying and mental ill-health	Session 2, Page 7	

		<p>e) About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>f) That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>h) 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.</p> <p><b>Online and media:</b></p> <p>a) Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>d) What to do and where to get support to report material or manage issues online.</p> <p><b>Mental wellbeing:</b></p> <p>a) How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>b) That happiness is linked to being connected to others.</p>
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		<p>e) 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.</p> <p><b>Being safe:</b></p> <p>a) 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.</p> <p><b>Internet safety and harms:</b></p> <p>b) 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.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 9)

<b>Learning Outcome 3: Understand my own mental health and how to recognise signs of mental ill-health in myself and others</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
3.1 Explain how body image and mental health are linked	Session 3, Page 2 – 5	<b>Respectful relationships including friendships:</b> a) 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.  b) Practical steps they can take in a range of different contexts to improve or support respectful relationships.  d) 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.  <b>Online and media:</b> a) Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
3.2 Explain why it is important to be discerning as a media consumer	Session 3, Page 6	
3.3 Describe examples of mental ill-health	Session 3, Page 8	
3.4 Give an example of how people can plan for their healthy future	Session 3, Page 9 & 10	

		<p>b) 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.</p> <p>c) Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>d) What to do and where to get support to report material or manage issues online.</p> <p>h) How information and data is generated, collected, shared and used online.</p> <p><b>Mental wellbeing:</b></p> <p>a) How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>b) That happiness is linked to being connected to others.</p> <p>c) How to recognise the early signs of mental wellbeing concerns.</p> <p>d) Common types of mental ill health (e.g. anxiety and depression).</p> <p>e) 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.</p>
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		<p><b>Internet safety and harms:</b></p> <p>a) 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 and information is targeted at them and how to be a discerning consumer of information online.</p> <p>b) 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.</p> <p><b>Physical health and fitness:</b></p> <p>b) 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.</p> <p><b>Healthy eating:</b></p> <p>a) How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 9)

<b>Learning Outcome 4: Understand how substances can affect wellbeing</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
4.1 Explain ways that I can look after my body to help prevent diseases/promote good health	Session 4, Page 2 – 9, 11, 13 & 14	<b>Intimate and sexual relationships, including sexual health:</b> k) How the use of alcohol and drugs can lead to risky sexual behaviour.  <b>Mental wellbeing:</b> a) How to talk about their emotions accurately and sensitively, using appropriate vocabulary.  d) Common types of mental ill health (e.g. anxiety and depression).  e) 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.  <b>Physical health and fitness:</b> b) 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.  <b>Drugs, alcohol and tobacco:</b>
4.2 Assess the various risks in scenarios involving different substances	Session 4, Page 12 – 15	
4.3 Explain some of the laws relating to substance use and misuse	Session 4, Page 10 & 11	
4.4 Explain how mental health problems and substance misuse are linked	Session 4, Page 16	
4.5 Demonstrate how to respond in an emergency situation requiring first aid	Session 4, Page 17	

		<p>a) The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <p>b) The law relating to the supply and possession of illegal substances.</p> <p>c) The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>d) The physical and physiological consequences of addiction, including alcohol dependency.</p> <p>e) Awareness of the dangers of drugs which are prescribed but still present serious health risks.</p> <p>f) The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p> <p><b>Health and prevention:</b></p> <p>b) About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p> <p><b>Basic first aid:</b></p> <p>b) Life-saving skills, including how to administer CPR.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 9)

<b>Learning Outcome 5: Understand that respect and choice underpin healthy intimate relationships</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
5.1 Discuss the choices people have when considering starting a sexual relationships	Session 5, Page 3	<b>Families:</b> b) How these relationships might contribute to human happiness and their importance for bringing up children.  f) The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.  g) 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.  <b>Respectful relationships including friendships:</b> a) 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
5.2 Describe the purpose of the law on sexual consent	Session 5, Page 8	
5.3 Explain how people can keep themselves safe within an intimate/sexual relationship	Session 5, Page 4 – 7	

		<p>ending relationships. This includes different (non-sexual) types of relationship.</p> <p>b) Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>g) What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p><b>Being safe:</b></p> <p>a) 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.</p> <p>b) 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).</p> <p><b>Intimate and sexual relationships, including sexual health:</b></p> <p>a) 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.</p>
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		<p>b) 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.</p> <p>c) The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</p> <p>d) That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>e) That they have a choice to delay sex or enjoy intimacy without sex.</p> <p>f) The facts about the full range of contraceptive choices, efficacy and options available.</p> <p>i) 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.</p> <p>j) About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p>
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		<p>l) How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p><b>Health and prevention:</b></p> <p>a) About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p><b>Changing adolescent body:</b></p> <p>a) Key facts about puberty, the changing adolescent body and menstrual wellbeing.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 9)

<b>Learning Outcome 6: Understand how change can affect mental health</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
6.1 Describe scenarios in which people develop resilience to cope with emotionally challenging situations	Session 6, Page 2 & 3	<b>Mental wellbeing:</b> a) How to talk about their emotions accurately and sensitively, using appropriate vocabulary.  c) How to recognise the early signs of mental wellbeing concerns.  e) 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.  <b>Health and prevention:</b> e) The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
6.2 Identify skills that help me manage change positively	Session 6, Page 4 & 5	
6.3 Explain ways people can get help with mental health problems	Session 6, Page 6	

NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 10)

<b>Learning Outcome 1: Understand how to be safe in my online and offline relationships</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
1.1 Describe scenarios in which online activity could lead to risk and harm	Session 1, Page 2 – 4	<b>Families:</b> g) 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.  <b>Internet safety and harms:</b> a) 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 and information is targeted at them and how to be a discerning consumer of information online.
1.2 Assess factors that make behaviour safer or less safe online and offline	Session 1, Page 13	
1.3 Describe the steps I can take to keep myself and others safe online and offline	Session 1, Page 2 – 12	

		<p>b) 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.</p> <p><b>Online and media:</b></p> <p>e) The impact of viewing harmful content.</p> <p>f) 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.</p> <p>g) That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p><b>Mental wellbeing:</b></p> <p>e) 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.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 10)

<b>Learning Outcome 2: Understand how equality and inequality can affect relationships</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
2.1 Define what equality means in the UK	Session 2, Page 2	<b>Respectful relationships including friendships:</b> c) 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).  d) 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.  e) About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.  f) That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
2.2 Explain how being treated unequally can affect a person's physical and mental wellbeing	Session 2, Page 3 – 7	
2.3 Describe ways that some people campaign for equality	Session 2, Page 8	

		<p>g) What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>h) 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.</p> <p><b>Being safe:</b></p> <p>a) 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.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 10)

<b>Learning Outcome 3: Understand how relationships and being part of a community can support people</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
3.1 Describe how relationships can support people in achieving their goals	Session 3, Page 2 – 5	<b>Families:</b> a) That there are different types of committed, stable relationships.  b) How these relationships might contribute to human happiness and their importance for bringing up children.  <b>Respectful relationships including friendships:</b> e) About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.  <b>Mental wellbeing:</b> a) How to talk about their emotions accurately and sensitively, using appropriate vocabulary.  b) That happiness is linked to being connected to others.  f) The benefits and importance of physical exercise, time outdoors, community participation
3.2 Describe a scenario in which blood, organ or stem cell donation may bring benefit to the donor and recipient	Session 3, Page 7 – 12	
3.3 Demonstrate how my understanding of physical health can help me plan a successful future	Session 3, Page 6	



		<p>and voluntary and service-based activities on mental wellbeing and happiness.</p> <p><b>Physical health and fitness:</b></p> <p>a) The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 10)

<b>Learning Outcome 4: Understand how to take responsibility for my health and for preventing future health problems</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
4.1 Explain a range of threats to health and how these can be prevented	Session 4, Page 2 – 11 & 13	<b>Mental wellbeing:</b> c) How to recognise the early signs of mental wellbeing concerns.  e) 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.  f) The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.  <b>Physical health and fitness:</b> a) The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.  b) 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.
4.2 Explain how I could enhance my own physical health	Session 4, Page 2 – 9	
4.3 Explain how people can maintain good sexual health once they become sexually active	Session 4, Page 12	

		<p>c) About the science relating to blood, organ and stem cell donation.</p> <p><b>Healthy eating:</b></p> <p>a) How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p> <p><b>Drugs, alcohol and tobacco:</b></p> <p>c) The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>e) Awareness of the dangers of drugs which are prescribed but still present serious health risks.</p> <p>f) The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p> <p><b>Health and prevention:</b></p> <p>a) About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p>c) (Late secondary) the benefits of regular self-examination and screening.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 10)

<b>Learning Outcome 5: Understand the importance of love, trust and respect in intimate relationships and what can happen when these are missing</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
5.1 Compare the benefits and challenges of different types of long-term relationships, including marriage	Session 5, Page 10 & 11	<b>Intimate and sexual relationships, including sexual health:</b> a) 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.  c) The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.  d) That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.  e) That they have a choice to delay sex or enjoy intimacy without sex.  <b>Families:</b> a) That there are different types of committed, stable relationships.
5.2 Assess whether all healthy relationships need some kind of love involved in them	Session 5, Page 2 – 4	
5.3 Explain how the media portrayal of relationships can affect people's expectations of their own relationships	Session 5, Page 12	

		<p>c) 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.</p> <p>d) Why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>e) The characteristics and legal status of other types of long-term relationships.</p> <p><b>Online and media:</b></p> <p>f) 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.</p> <p><b>Mental wellbeing:</b></p> <p>b) That happiness is linked to being connected to others.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 10)

<b>Learning Outcome 6: Understand that change can feel positive and negative</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
6.1 Identify changes in society that could affect people's perceptions of relationships	Session 6, Page 2 & 3	<b>Families:</b> b) How these relationships might contribute to human happiness and their importance for bringing up children.  f) The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.  <b>Online and media:</b> h) How information and data is generated, collected, shared and used online.  <b>Changing adolescent body:</b> b) The main changes which take place in males and females, and the implications for emotional and physical health.  <b>Respectful relationships including friendships:</b> a) 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
6.2 Reflect on when I have coped positively with change	Session 6, Page 6 – 8	
6.3 Explain how changes in families can affect people's relationships in the present and the future	Session 6, Page 4 & 5	

		<p>ending relationships. This includes different (non-sexual) types of relationship.</p> <p><b>Intimate and sexual relationships, including sexual health:</b></p> <p>e) That they have a choice to delay sex or enjoy intimacy without sex.</p> <p>k) How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p><b>Mental wellbeing:</b></p> <p>a) How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 11)

<b>Learning Outcome 1: Understand some of the rights and responsibilities that affect me, including preserving life and helping others</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
1.1 Provide information on key legislation affecting relationships	Session 1, Page 2 – 6	<b>Internet safety and harms:</b> a) 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 and information is targeted at them and how to be a discerning consumer of information online.  b) 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.  <b>Being safe:</b> a) The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and
1.2 Explain the law relating to online activity and young people, including law relating to sexually explicit content	Session 1, Page 7 – 9	
1.3 Describe how someone could take responsibility in an emergency situation requiring first aid	Session 1, Page 11	



		<p>FGM, and how these can affect current and future relationships.</p> <p>b) 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).</p> <p><b>Families:</b></p> <p>c) 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.</p> <p><b>Basic first aid:</b></p> <p>a) Basic treatment for common injuries.</p> <p>b) Life-saving skills, including how to administer CPR.</p> <p>c) The purpose of defibrillators and when one might be needed.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 11)

<b>Learning Outcome 2: Understand what I need to do to achieve successful health, relationships and life goals</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
2.1 Plan the steps I need to take to help me achieve my goals	Session 2, Page 2 – 4	<b>Families:</b> b) How these relationships might contribute to human happiness and their importance for bringing up children.  e) The characteristics and legal status of other types of long-term relationships.  f) The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.  g) 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.  <b>Online and media:</b> g) That sharing and viewing indecent images of children (including those created by children) is a
2.2 Discuss the skills needed to help maintain healthy, happy relationships	Session 2, Page 6 & 7	
2.3 Assess skills which can be developed to make achieving goals more likely	Session 2, Page 5	

		<p>criminal offence which carries severe penalties including jail.</p> <p><b>Intimate and sexual relationships, including sexual health:</b></p> <p>k) How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p><b>Drugs, alcohol and tobacco:</b></p> <p>a) The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <p>b) The law relating to the supply and possession of illegal substances.</p> <p>c) The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>d) The physical and psychological consequences of addiction, including alcohol dependency.</p>
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6). (603/4764/8). (603/4765/X) Relationships, Sex and Health Education (Year 11)

<b>Learning Outcome 3: Understand the importance of sexual and reproductive health</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
3.1 Outline the range of ways people can maintain their sexual and reproductive health	Session 3, Page 2 – 16	<b>Intimate and sexual relationships, including sexual health:</b>  c) The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.  d) That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.  e) That they have a choice to delay sex or to enjoy intimacy without sex.  f) The facts about the full range of contraceptive choices, efficacy and options available.  g) The facts around pregnancy including miscarriage.  h) That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the
3.2 Explain facts relating to pregnancy (including miscarriage) and choices people have in relation to pregnancy	Session 3, Page 4 – 9, 14 & 15	
3.3 Describe where to go for confidential advice and help concerning sexual and reproductive health	Session 3, Page 17	

		<p>baby, adoption, abortion and where to get further help).</p> <p>i) 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.</p> <p>j) About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>k) How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>l) How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p><b>Internet safety and harms:</b></p> <p>a) 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 and information is targeted at</p>
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		<p>them and how to be a discerning consumer of information online.</p> <p><b>Online and media:</b></p> <p>e) The impact of viewing harmful content.</p> <p>f) 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.</p> <p>g) That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p><b>Drugs, alcohol and tobacco:</b></p> <p>a) The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <p>c) The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>e) Awareness of the dangers of drugs which are prescribed but still present serious health risks.</p>
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		<b>Health and prevention:</b> e) The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
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NCFE CACHE Relationships, Sex and Health Education qualifications (603/4763/6), (603/4764/8), (603/4765/X) Relationships, Sex and Health Education (Year 11)

<b>Learning Outcome 4: Understand that relationships are influenced by personal identity</b>		
<b>NCFE CACHE Portfolio Requirements</b> <i>The learner can...</i>	<b>iAchieve Course Reference</b>	<b>RSE &amp; HE Statutory Guidance</b> <i>By the end of secondary, pupils should know...</i>
4.1 Discuss some ways a school community could support inclusion and equalities so that everyone's personal identity is respected, including their gender identity and sexual orientation	Session 4, Page 6 & 7	<p><b>Families:</b> g) 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.</p> <p><b>Internet safety and harms:</b> b) 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.</p> <p><b>Respectful relationships including friendships:</b> e) About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>f) That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p>
4.2 Discuss a range of relationship scenarios where there is a power imbalance and how this affects those involved	Session 4, Page 8 – 10	
4.3 Discuss how different people consider their readiness for sexual intimacy	Session 4, Page 11 & 12	



		<p>g) What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p><b>Being safe:</b></p> <p>a) 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.</p> <p>b) 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).</p>
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<b>KS3</b>	
10.2.1 Adolescence	<p><b>Know</b></p> <ul style="list-style-type: none"> <li>- State the definitions for adolescence and puberty.</li> <li>- State changes to the bodies of boys and girls during puberty.</li> <li>- Interpret observations given, as changes that occur in boys or in girls.</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>- State the difference between adolescence and puberty.</li> <li>- Describe the main changes that take place during puberty.</li> <li>- Interpret observations given, to categorise the changes during adolescence.</li> </ul> <p><b>Extend</b></p> <ul style="list-style-type: none"> <li>- Explain the difference between adolescence and puberty.</li> <li>- Explain the main changes that take place during puberty.</li> <li>- Interpret observations given, to categorise and explain physical and emotional changes during adolescence.</li> </ul>
10.2.2 Reproductive systems	<p><b>Know</b></p> <ul style="list-style-type: none"> <li>- Name the main structures of the male and female reproductive system, including gametes.</li> <li>- State a function of the main structures of the male and female reproductive system.</li> <li>- Extract information from text to state structures and functions of the key parts of the reproductive systems in a table.</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>- Describe the main structures in the male and female reproductive systems.</li> <li>- Describe the function of the main structures in the male and female reproductive systems.</li> <li>- Extract information from text to describe structures and functions of the key parts of the reproductive systems in a table.</li> </ul> <p><b>Extend</b></p> <ul style="list-style-type: none"> <li>- Explain how different parts of the male and female reproductive systems work together to achieve certain functions.</li> <li>- Explain the adaptations of some of the main structures that help them function.</li> <li>- Extract information from text to explain structures and functions of the key</li> </ul>
10.2.3 Fertilisation and implantation	<p><b>Know</b></p> <ul style="list-style-type: none"> <li>- State what is meant by a person being infertile.</li> <li>- State what is meant by fertilisation.</li> <li>- State that if an egg is fertilised it settles into the uterus lining.</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>- Describe some causes of infertility.</li> <li>- Describe the process of fertilisation and where it occurs in the body.</li> <li>- Use a diagram to show the main steps that take place from the production of sex cells to the formation of an embryo.</li> </ul> <p><b>Extend</b></p> <ul style="list-style-type: none"> <li>- Discuss some causes of infertility and how these may be treated.</li> <li>- Explain the sequence of fertilisation and implantation.</li> </ul>
10.2.4 Development of a fetus	<p><b>Know</b></p> <ul style="list-style-type: none"> <li>- State the definition of gestation.</li> <li>- State how long a pregnancy lasts.</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>- Describe what happens during gestation.</li> <li>- Describe what happens during birth.</li> <li>- Explain whether substances are passed from the mother to the foetus or not.</li> </ul> <p><b>Extend</b></p> <ul style="list-style-type: none"> <li>- Describe accurately the sequence of events during gestation.</li> <li>- Explain in detail how contractions bring about birth.</li> <li>- Predict the effect of cigarettes, alcohol, or drugs on the developing fetus.</li> </ul>
10.2.5	<p><b>Know</b></p> <ul style="list-style-type: none"> <li>- State the length of the menstrual cycle.</li> </ul>

The menstrual cycle	<ul style="list-style-type: none"> <li>- State the main stages in the menstrual cycle.</li> <li>- Present key pieces of information in a sequence.</li> </ul> <p><b><u>Apply</u></b></p> <ul style="list-style-type: none"> <li>- State what the menstrual cycle is.</li> <li>- Identify key events on a diagram of the menstrual cycle.</li> <li>- Present information in the form of a graphical timeline.</li> </ul> <p><b><u>Extend</u></b></p> <ul style="list-style-type: none"> <li>- Explain why pregnancy is more or less likely at certain stages of the menstrual cycle.</li> <li>- Make deductions about how contraception methods work.</li> <li>- Present information in the form of a scaled timeline or pie chart.</li> </ul>
8.3.4 Alcohol	<p><b><u>Know</u></b></p> <ul style="list-style-type: none"> <li>- Name one effect of alcohol on health or behaviour.</li> <li>- State whether alcohol affects conception and pregnancy.</li> <li>- Record results in a given table and plot a graph of results obtained.</li> </ul> <p><b><u>Apply</u></b></p> <ul style="list-style-type: none"> <li>- Describe the effect of alcohol on health and behaviour.</li> <li>- Describe the effect alcohol has on conception and pregnancy.</li> <li>- Design a results table and plot subsequent experimental data on an appropriate graph.</li> </ul> <p><b><u>Extend</u></b></p> <ul style="list-style-type: none"> <li>- Explain in detail how alcohol affects health and behaviour, detailing its effect on life processes.</li> <li>- Explain the importance of providing information about drinking to the general public, not just pregnant women.</li> <li>- Record data in a well-organised table (with headings and units) and plot an appropriate graph to present results.</li> </ul>
8.3.5 Smoking	<p><b><u>Know</u></b></p> <ul style="list-style-type: none"> <li>- Name an effect of tobacco smoke on health.</li> <li>- State whether or not tobacco smoke affects the development of a foetus.</li> <li>- Interpret secondary data and present this data on a bar chart.</li> </ul> <p><b><u>Apply</u></b></p> <ul style="list-style-type: none"> <li>- Describe the effects of tobacco smoke on health.</li> <li>- Describe the effects of tobacco smoke on pregnancy.</li> <li>- Present secondary data using an appropriate method, interpreting this data to draw conclusions.</li> </ul> <p><b><u>Extend</u></b></p> <ul style="list-style-type: none"> <li>- Explain how smoking causes disease.</li> <li>- Explain which chemicals in tobacco smoke affect the development of a foetus.</li> <li>- Interpret and present secondary data in an appropriate manner, drawing conclusions, and extrapolating data from trends shown.</li> </ul>
10.4.1 Inheritance	<p><b><u>Know</u></b></p> <ul style="list-style-type: none"> <li>- State what is meant by DNA.</li> <li>- State what is meant by a chromosome.</li> <li>- State what is meant by a gene.</li> </ul> <p><b><u>Apply</u></b></p> <ul style="list-style-type: none"> <li>- Describe the relationship between DNA, genes, and chromosomes.</li> <li>- Describe how chromosomes from both parents combine to form offspring.</li> <li>- State what is meant by a mutation.</li> </ul> <p><b><u>Extend</u></b></p> <ul style="list-style-type: none"> <li>- Explain how a change in DNA may affect an organism.</li> <li>- Explain how a change in DNA may affect the future offspring of an organism.</li> </ul>

	- Explain why gametes have 23 chromosomes, but normal body cells contain 46 chromosomes.
<b>KS4 TRILOGY</b>	
<p><b>AQA spec link:</b> 1.1.3 Students should be able to, when provide with appropriate information, explain how the structure of different types of cell relate to their function in a tissue, an organ or organ system, or the whole organism. Cells may be specialised to carry out a particular function:</p> <ul style="list-style-type: none"> <li>• sperm cells, nerve cells, and muscle cells in animals.</li> </ul>	<p><b>Aiming for Grade 4 LOs:</b></p> <ul style="list-style-type: none"> <li>• Identify specialised animal cells from diagrams.</li> <li>• Describe the function of specialised animal cells.</li> </ul> <p>Write a basic explanation of how animal cells are adapted.</p> <p><b>Aiming for Grade 6 LOs:</b></p> <ul style="list-style-type: none"> <li>• Explain why animals have specialised cells.</li> <li>• Compare the structure of a specialised and a generalised animal cell.</li> </ul> <p>Write a coherent explanation of how animal cells are adapted.</p> <p><b>Aiming for Grade 8 LOs:</b></p> <ul style="list-style-type: none"> <li>• Discuss how the structure of specialised animal cells is related to their function within an organ and the whole organism.</li> <li>• Suggest the function of an unknown specialised cell based on its structure.</li> </ul> <p>Write an effectively structured explanation of how animal cells are adapted.</p>
<p><b>AQA spec link:</b> 3.1.1 Students should be able to explain how the spread of diseases can be reduced or prevented.</p>	<p><b>Aiming for Grade 4 LOs:</b></p> <ul style="list-style-type: none"> <li>• List some ways in which communicable diseases are spread.</li> </ul> <p>Take a role in designing a form of communication to inform the public about how to prevent the spread of a disease.</p> <p><b>Aiming for Grade 6 LOs:</b></p> <ul style="list-style-type: none"> <li>• Describe how the spread of diseases can be reduced or prevented.</li> </ul> <p>Communicate to the public about how to stop the spread of a disease.</p> <p><b>Aiming for Grade 8 LOs:</b></p> <ul style="list-style-type: none"> <li>• Use scientific knowledge to explain in detail how different methods reduce or prevent the spread of disease.</li> </ul> <p>Use an example to explain how scientific method has been applied to help prevent the spread of disease.</p>
<p><b>AQA spec link:</b> 3.1.2 HIV initially causes a flu-like illness. Unless successfully controlled with antiretroviral drugs the virus attacks the body's immune cells. Late stage HIV infection, or AIDS, occurs when the body's immune system becomes so badly damaged it can no longer deal with other</p>	<p><b>Aiming for Grade 4 LOs:</b></p> <ul style="list-style-type: none"> <li>• Name some diseases that are caused by viruses.</li> <li>• Describe how measles and HIV are spread.</li> </ul> <p>Summarise information in a table.</p> <p><b>Aiming for Grade 6 LOs:</b></p> <ul style="list-style-type: none"> <li>• Describe how measles, HIV, and tobacco mosaic virus affect the infected organism.</li> <li>• Interpret data to describe how the number of people infected with measles in the UK has changed over time.</li> </ul> <p>Design a table and use it to summarise information.</p> <p><b>Aiming for Grade 8 LOs:</b></p> <ul style="list-style-type: none"> <li>• Explain how measles, HIV, and tobacco mosaic virus affect the infected organism.</li> <li>• Explain why viral infections are often more difficult to prevent and treat than bacterial infections.</li> <li>• Write a persuasive letter to parents urging them to vaccinate their children against measles.</li> </ul>

<p>infections or cancers. HIV is spread by sexual contact or exchange of body fluids such as blood which occurs when drug users share needles.</p>	
<p><b>AQA spec link:</b> 3.1.3 Gonorrhoea is a sexually transmitted disease (STD) with symptoms of a thick yellow or green discharge from the vagina or penis and pain on urinating. It is caused by a bacterium and was easily treated with the antibiotic penicillin until many resistant strains appeared. Gonorrhoea is spread by sexual contact. The spread can be controlled by treatment with antibiotics or the use of a barrier method of contraception such as a condom.</p>	<p><b>Aiming for Grade 4 LOs:</b></p> <ul style="list-style-type: none"> <li>Name some diseases that are caused by bacteria.</li> </ul> <p>Describe how <i>salmonella</i> and gonorrhoea are spread.</p> <p><b>Aiming for Grade 6 LOs:</b></p> <ul style="list-style-type: none"> <li>Describe similarities and differences between <i>salmonella</i> and gonorrhoea.</li> </ul> <p>Describe how the spread of <i>salmonella</i> and gonorrhoea is controlled.</p> <p><b>Aiming for Grade 8 LOs:</b></p> <ul style="list-style-type: none"> <li>Suggest why more people die from viral diseases than from bacterial diseases.</li> </ul> <p>Explain in detail how methods to control the spread of <i>salmonella</i> and gonorrhoea work.</p>
<p><b>AQA spec link:</b> 5.3.1 Students should be able to describe the principles of hormonal coordination and control by the human endocrine system. Students should be able to identify the position of the following on a diagram of the human body:</p> <ul style="list-style-type: none"> <li>pituitary gland</li> <li>pancreas</li> <li>thyroid</li> </ul>	<p><b>Aiming for Grade 4 LOs:</b></p> <ul style="list-style-type: none"> <li>Match the pituitary gland, pancreas, thyroid, adrenal gland, ovary, and testes to their position on a diagram of the human body.</li> </ul> <p>Describe how hormones are chemicals secreted into the bloodstream by glands, and have an effect on a target organ.</p> <p><b>Aiming for Grade 6 LOs:</b></p> <ul style="list-style-type: none"> <li>Explain why the pituitary gland is known as a 'master gland'.</li> </ul> <p>Describe the role of hormones released by endocrine glands.</p> <p><b>Aiming for Grade 8 LOs:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast nervous and hormonal action.</li> </ul> <p>Apply knowledge to suggest and explain how changes in hormone production could affect the body.</p>

<ul style="list-style-type: none"> <li>• adrenal gland</li> <li>• ovary</li> <li>• testes.</li> </ul>	
<p><b>AQA spec link:</b> 5.3.4 Students should be able to describe the roles of hormones in human reproduction, including the menstrual cycle.</p> <p>During puberty reproductive hormones cause secondary sex characteristics to develop. Oestrogen is the main female reproductive hormone produced in the ovary. At puberty eggs begin to mature and one is released approximately every 28 days. This is called ovulation.</p> <p>Testosterone is the main male reproductive hormone produced by the testes and it stimulates sperm production.</p> <p>Several hormones are involved in the menstrual cycle of a woman.</p> <ul style="list-style-type: none"> <li>• Follicle stimulating hormone (FSH) causes maturation of an egg in the ovary.</li> <li>• Luteinising hormone (LH) stimulates the release of the egg.</li> <li>• Oestrogen and progesterone are involved in maintaining the uterus lining.</li> </ul>	<p><b>Aiming for Grade 4 LOs:</b></p> <ul style="list-style-type: none"> <li>• Identify oestrogen and testosterone as reproductive hormones in women and men respectively. Describe what happens during the menstrual cycle.</li> </ul> <p><b>Aiming for Grade 6 LOs:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the changes to boys and girls during puberty. Name the hormones involved in the menstrual cycle.</li> </ul> <p><b>Aiming for Grade 8 LOs:</b></p> <ul style="list-style-type: none"> <li>• Explain why fertility changes with age in men and women.</li> </ul> <p>Explain the role of each hormone in the menstrual cycle.</p>

<p><b>AQA spec link:</b> 5.3.4 Students should be able to explain the interactions of FSH, oestrogen, LH and progesterone, in the control of the menstrual cycle.</p> <p>Students should be able to extract and interpret data from graphs showing hormone levels during the menstrual cycle.</p>	<p><b>Aiming for Grade 6 LOs:</b></p> <ul style="list-style-type: none"> <li>Name the glands that produce the hormones oestrogen, progesterone, LH, and FSH. Describe the function of the hormones that control the menstrual cycle.</li> </ul> <p><b>Aiming for Grade 8 LOs:</b></p> <ul style="list-style-type: none"> <li>Suggest how to test for substrates and products in a model gut.</li> <li>Make a prediction with a clearly structured scientific explanation.</li> </ul> <p>Analyse results in order to evaluate a method and the validity of conclusions, explaining suggestions for possible improvements.</p>
<p><b>AQA spec link:</b> 5.3.5 Students should be able to evaluate the different hormonal and non-hormonal methods of contraception.</p> <p>Fertility can be controlled by a variety of hormonal and non-hormonal methods of contraception. These include:</p> <ul style="list-style-type: none"> <li>oral contraceptives that contain hormones to inhibit FSH production so that no eggs mature</li> <li>injection, implant, or skin patch of slow release progesterone to inhibit the maturation and release of eggs for a number of months or years</li> <li>barrier methods such as condoms and diaphragms which prevent the sperm reaching an egg</li> <li>intrauterine devices which prevent the</li> </ul>	<p><b>Aiming for Grade 4 LOs:</b></p> <ul style="list-style-type: none"> <li>Describe what contraception is and list examples.</li> </ul> <p>Categorise contraceptives as hormonal and non-hormonal.</p> <p><b>Aiming for Grade 6 LOs:</b></p> <ul style="list-style-type: none"> <li>Explain how contraceptives work.</li> </ul> <p>List the advantages and disadvantages of different contraceptives.</p> <p><b>Aiming for Grade 8 LOs:</b></p> <p>Apply knowledge of hormones in the menstrual cycle to suggest how</p> <ul style="list-style-type: none"> <li>hormonal contraceptives work.</li> </ul> <p>Evaluate different methods of contraception in detail.</p>

<p>implantation of an embryo or release a hormone</p> <ul style="list-style-type: none"> <li>• spermicidal agents which kill or disable sperm</li> <li>• abstaining from intercourse when an egg may be in the oviduct</li> <li>• surgical methods of male and female sterilisation.</li> </ul>	
<p><b>AQA spec link:</b> 5.3.6 Students should be able to explain the use of hormones in modern reproductive technologies to treat infertility. This includes giving FSH and LH in a 'fertility drug' to a woman. She may then become pregnant in the normal way.</p> <p>In Vitro Fertilisation (IVF) treatment:</p> <ul style="list-style-type: none"> <li>• IVF involves giving a mother FSH and LH to stimulate the maturation of several eggs.</li> <li>• The eggs are collected from the mother and fertilised by sperm from the father in the laboratory.</li> <li>• The fertilised eggs develop into embryos.</li> <li>• At the stage when they are tiny balls of cells, one or two embryos are inserted into the mother's uterus (womb).</li> </ul> <p>Although fertility treatment gives a</p>	<p><b>Aiming for Grade 6 LOs:</b></p> <ul style="list-style-type: none"> <li>• Describe what is meant by infertility and suggest reasons for it.</li> <li>• Describe the steps used in IVF.</li> </ul> <p>Outline the issues surrounding IVF.</p> <p><b>Aiming for Grade 8 LOs:</b></p> <ul style="list-style-type: none"> <li>• Describe how FSH and IVF can be used to help treat infertility.</li> <li>• Evaluate the advantages and disadvantages of IVF.</li> </ul> <p>Use different viewpoints to make an informed decision on unused IVF embryos</p>



<p>woman the chance to have a baby of her own:</p> <ul style="list-style-type: none"> <li>• it is very emotionally and physically stressful</li> <li>• the success rates are not high</li> <li>• it can lead to multiple births which are a risk to both the babies and the mother.</li> </ul>	
<p><b>AQA spec link:</b> 6.1.1 Students should understand that meiosis leads to non-identical cells being formed while mitosis leads to identical cells being formed.</p> <p>Sexual reproduction involves the joining (fusion) of male and female gametes:</p> <ul style="list-style-type: none"> <li>• sperm and egg cells in animals</li> <li>• pollen and egg cells in flowering plants.</li> </ul> <p>In sexual reproduction there is mixing of genetic information which leads to variety in the offspring. The formation of gametes involves meiosis.</p> <p>Asexual reproduction involves only one parent and no fusion of gametes. There is no mixing of genetic information. This leads to genetically identical offspring (clones). Only</p>	<p><b>Aiming for Grade 4 LOs:</b></p> <ul style="list-style-type: none"> <li>• Define sexual and asexual reproduction.</li> <li>• Name some organisms that use either sexual or asexual reproduction.</li> </ul> <p>Use a model to show why variation is produced in offspring from sexual reproduction but not from asexual reproduction.</p> <p><b>Aiming for Grade 6 LOs:</b></p> <ul style="list-style-type: none"> <li>• Describe the differences between sexual reproduction.</li> <li>• Describe the advantages and disadvantages of sexual and asexual reproduction.</li> </ul> <p>Design a model to show why variation is produced in offspring from sexual reproduction but not from asexual reproduction.</p> <p><b>Aiming for Grade 8 LOs:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast sexual and asexual reproduction.</li> <li>• Explain in detail why meiosis is important for sexual reproduction.</li> </ul> <p>Evaluate a model to show that variation is produced in offspring from sexual reproduction but not from asexual reproduction.</p>

<p>mitosis is involved.</p> <p>6.1.3 Advantages of sexual reproduction:</p> <ul style="list-style-type: none"> <li>• produces variation in the offspring</li> <li>• if the environment changes variation gives a survival advantage by natural selection</li> <li>• natural selection can be speeded up by humans in selective breeding to increase food production.</li> </ul> <p>Advantages of asexual reproduction:</p> <ul style="list-style-type: none"> <li>• only one parent needed</li> <li>• more time and energy efficient as do not need to find a mate</li> <li>• faster than sexual reproduction</li> <li>• many identical offspring can be produced when conditions are favourable.</li> </ul>	
<p><b>AQA spec link:</b></p> <p>6.1.2 Students should be able to explain how meiosis halves the number of chromosomes in gametes and fertilisation restores the full number of chromosomes.</p> <p>Cells in reproductive organs divide by meiosis to form gametes.</p> <p>When a cell divides to form gametes:</p>	<p><b>Aiming for Grade 4 LOs:</b></p> <ul style="list-style-type: none"> <li>• State that gametes (sex cells) are formed by meiosis.</li> <li>• State that meiosis halves the number of chromosomes in gametes and fertilisation restores the full number.</li> </ul> <p>Solve simple probability questions.</p> <p><b>Aiming for Grade 6 LOs:</b></p> <ul style="list-style-type: none"> <li>• Describe the processes of meiosis and mitosis.</li> <li>• Explain how meiosis halves the number of chromosomes in gametes and fertilisation restores the full number.</li> </ul> <p>Solve simple probability questions.</p> <p><b>Aiming for Grade 8 LOs:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast mitosis and meiosis.</li> <li>• Explain in detail why gametes are all genetically different to each other.</li> </ul> <p>Solve complex calculations to determine the number of possible gametes formed during meiosis.</p>

<ul style="list-style-type: none"> <li>• copies of the genetic information are made</li> <li>• the cell divides twice to form four gametes, each with a single set of chromosomes</li> <li>• all gametes are genetically different from each other.</li> </ul> <p>Gametes join at fertilisation to restore the normal number of chromosomes. The new cell divides by mitosis. The number of cells increases. As the embryo develops cells differentiate.</p> <p>Knowledge of the stages of meiosis is not required.</p>	
<p><b>AQA spec link:</b> 6.1.8 Ordinary human body cells contain 23 pairs of chromosomes.</p> <p>22 pairs control characteristics only, but one of the pairs carries the genes that determine sex.</p> <ul style="list-style-type: none"> <li>• In females the sex chromosomes are the same (XX).</li> <li>• In males the chromosomes are different (XY).</li> </ul> <p>Students should be able to carry out a genetic cross to show sex inheritance.</p> <p>Students should understand and use direct proportion and</p>	<p><b>Aiming for Grade 4 LOs:</b></p> <ul style="list-style-type: none"> <li>• State that in females the sex chromosomes are XX and in males they are XY.</li> <li>• Use a family tree to describe how people are related.</li> </ul> <p><b>Aiming for Grade 6 LOs:</b></p> <ul style="list-style-type: none"> <li>• Carry out a genetic cross to show sex inheritance.</li> <li>• Use direct proportion and simple ratios to express the outcome of a genetic cross.</li> </ul> <p><b>Aiming for Grade 8 LOs:</b></p> <ul style="list-style-type: none"> <li>• Explain why you only get the expected ratios in a genetic cross if there are large numbers of offspring.</li> <li>• Use a family tree to work out whether an individual is likely to be homozygous or heterozygous for particular alleles.</li> </ul>

simple ratios in genetic crosses.	
<p><b>AQA spec link:</b></p> <p>6.1.7 Some disorders are inherited. These disorders are caused by the inheritance of certain alleles.</p> <ul style="list-style-type: none"> <li>• Polydactyly (having extra fingers or toes) is caused by a dominant allele.</li> <li>• Cystic fibrosis (a disorder of cell membranes) is caused by a recessive allele.</li> </ul> <p>6.2.4 Modern medical research is exploring the possibility of genetic modification to overcome some inherited disorders.</p>	<p><b>Aiming for Grade 4 LOs:</b></p> <ul style="list-style-type: none"> <li>• Describe what is meant by an inherited disorder and recognise examples.</li> <li>• Use secondary sources of information to describe symptoms of an inherited disorder.</li> </ul> <p><b>Aiming for Grade 6 LOs:</b></p> <ul style="list-style-type: none"> <li>• Name examples of inherited disorders, such as cystic fibrosis and polydactyly.</li> <li>• Use a genetic cross to explain how inherited disorders are passed on</li> </ul> <p><b>Aiming for Grade 6 LOs:</b></p> <ul style="list-style-type: none"> <li>• Name examples of inherited disorders, such as cystic fibrosis and polydactyly.</li> <li>• Use a genetic cross to explain how inherited disorders are passed on</li> </ul>
<p><b>AQA spec link:</b></p> <p>6.1.7 Students should make informed judgements about the economic, social, and ethical issues concerning embryo screening, given appropriate information.</p>	<p><b>Aiming for Grade 4 LOs:</b></p> <ul style="list-style-type: none"> <li>• Give a reason why embryos might be screened.</li> <li>• Describe one concern about embryo screening.</li> </ul> <p><b>Aiming for Grade 6 LOs:</b></p> <ul style="list-style-type: none"> <li>• Outline the methods used to screen embryos.</li> <li>• List advantages and disadvantages of embryo screening.</li> </ul> <p><b>Aiming for Grade 8 LOs:</b></p> <ul style="list-style-type: none"> <li>• Explain how screening shows whether an embryo has a genetic disorder.</li> <li>• Make an informed judgement about embryo screening by evaluating in detail the economic, social, and ethical issues.</li> </ul>
<p><b>AQA spec link:</b></p> <p>6.2.1 Students should be able to describe simply how the genome and its interaction with the environment influence the development of the phenotype of an organism.</p>	<p><b>Aiming for Grade 4 LOs:</b></p> <ul style="list-style-type: none"> <li>• List some examples of human variation.</li> <li>• Categorise some human traits as being due to genetic causes, environmental causes, or both.</li> <li>• Describe why identical twins share the same genes.</li> </ul> <p><b>Aiming for Grade 6 LOs:</b></p> <ul style="list-style-type: none"> <li>• List some examples of variation in plants and categorise these as being due to genetic causes, environmental causes, or both.</li> <li>• Suggest reasons why identical twins will start to show variation as they get older.</li> </ul>

<p>Differences in the characteristics of individuals in a population is called variation and may be due to differences in:</p> <ul style="list-style-type: none"> <li>• the genes they have inherited (genetic causes)</li> <li>• the conditions in which they have developed (environmental causes)</li> <li>• a combination of genes and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Use data to explain why studying identical twins helps scientists investigate which traits have genetic causes.</li> </ul> <p><b>Aiming for Grade 8 LOs:</b></p> <ul style="list-style-type: none"> <li>• Explain why some traits are only due to genetic causes.</li> <li>• Explain why it is so hard to get valid results from identical-twin studies.</li> <li>• Discuss some of the issues scientists face when conducting twin studies.</li> </ul>
<p><b>AQA spec link:</b> 6.2.1 Students should be able to:</p> <ul style="list-style-type: none"> <li>• state that there is usually extensive genetic variation within a population of a species</li> <li>• recall that all variants arise from mutations and that most have no effect on the phenotype; some influence phenotype; very few determine phenotype. Mutations are continuous changes in the DNA code. Very rarely a mutation will lead to a new phenotype. If the new phenotype is suited to an environmental change it can lead to a relatively rapid change in the species.</li> </ul> <p>6.2.2 Students should be able to describe evolution as a change in the inherited characteristics of a population over time</p>	<p><b>Aiming for Grade 4 LOs:</b></p> <ul style="list-style-type: none"> <li>• Describe a mutation as a change in the DNA code.</li> <li>• Describe the theory of evolution by natural selection as a process by which living things have evolved from simple life forms.</li> <li>• State some useful adaptations.</li> </ul> <p><b>Aiming for Grade 6 LOs:</b></p> <ul style="list-style-type: none"> <li>• Explain how a mutation may lead to a new phenotype.</li> <li>• Describe the steps that take place during evolution by natural selection.</li> <li>• Analyse data from an activity modelling natural selection.</li> </ul> <p><b>Aiming for Grade 8 LOs:</b></p> <ul style="list-style-type: none"> <li>• Explain why it is rare that a mutation leads to a new phenotype.</li> <li>• Apply the theory of evolution by natural selection to suggest how a specific organism evolved.</li> <li>• Explain how a change in a model can make it useful for explaining something else</li> </ul>

<p>through a process of natural selection which may result in the formation of a new species. The theory of evolution by natural selection states that all species of living things have evolved from simple life forms that first developed more than three billion years ago. Students should be able to explain how evolution occurs through natural selection of variants that give rise to phenotypes best suited to their environment. If two populations of one species become so different in phenotype that they can no longer interbreed to produce fertile offspring they have formed two new species.</p>	
<p><b>AQA spec link:</b> 6.2.3 Students should be able to explain the impact of selective breeding of food plants and domesticated animals. Selective breeding (artificial selection) is the process by which humans breed plants and animals for particular genetic characteristics.</p>	<p><b>Aiming for Grade 4 LOs:</b></p> <ul style="list-style-type: none"> <li>• Describe selective breeding as a process where humans choose which plants or animals to breed together.</li> <li>• Give one example where selective breeding has been used.</li> <li>• Choose organisms to breed together to result in desired traits in the offspring.</li> </ul> <p><b>Aiming for Grade 6 LOs:</b></p> <ul style="list-style-type: none"> <li>• Explain the process of selective breeding.</li> <li>• Explain why humans have used selective breeding.</li> <li>• Explain what inbreeding is, and why it is a problem in dog breeding.</li> </ul> <p><b>Aiming for Grade 8 LOs:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast natural and artificial selection.</li> <li>• Explain in detail how the variation of alleles in a population is reduced through selective breeding.</li> <li>• Explain in detail why the reduction of variation in a population through selective breeding is a problem.</li> </ul>

<p>Humans have been doing this for thousands of years since they first bred food crops from wild plants and domesticated animals.</p> <p>Selective breeding involves choosing parents with the desired characteristic from a mixed population. They are bred together.</p> <p>From the offspring those with the desired characteristic are bred together. This continues over many generations until all the offspring show the desired characteristic.</p> <p>The characteristic can be chosen for usefulness or appearance:</p> <ul style="list-style-type: none"> <li>• Disease resistance in food crops.</li> <li>• Animals which produce more meat or milk.</li> <li>• Domestic dogs with a gentle nature.</li> <li>• Large or unusual flowers.</li> </ul> <p>Selective breeding can lead to 'inbreeding' where some breeds are particularly prone to disease or inherited defects.</p>	
<p><b>AQA spec link:</b></p> <p>6.2.4 Students should be able to describe genetic engineering as a process which</p>	<p><b>Aiming for Grade 4 LOs:</b></p> <ul style="list-style-type: none"> <li>• Describe GM organisms as containing a gene from another organism, and order the stages of genetic engineering.</li> <li>• Give examples of GM organisms and describe why they are useful to humans.</li> </ul>

involves modifying the genome of an organism by introducing a gene from another organism to give a desired characteristic.

Plant crops have been genetically engineered to be resistant to diseases or to produce bigger better fruits.

Bacterial cells have been genetically engineered to produce useful substances such as human insulin to treat diabetes.

Students should be able to explain the potential benefits and risks of genetic engineering in agriculture and in medicine and that some people have objections.

In genetic engineering, genes from the chromosomes of humans and other organisms can be 'cut out' and transferred to cells of other organisms. Crops that have had their genes modified in this way are called genetically modified (GM) crops. GM crops include ones that are resistant to insect attack or to herbicides. GM crops generally show increased yields.

#### Aiming for Grade 6 LOs:

- Describe the steps used in genetic engineering to produce GM organisms.
- Analyse data to describe why growing GM crops may be beneficial to a farmer.

#### Aiming for Grade 8 LOs:

- Explain the process of genetic engineering using technical vocabulary (e.g., plasmid, vector, restriction enzymes, marker genes, recombinant DNA).
- Explain how genetic engineering could be used to cure people with inherited disorders, and discuss the limitations.



<p>Concerns about GM crops include the effect on populations of wild flowers and insects. Some people feel the effects of eating GM crops on human health have not been fully explored. Modern medical research is exploring the possibility of genetic modification to overcome some inherited disorders.</p> <p><b>Students should be able to describe the main steps in the process of genetic engineering.</b></p> <p><b>In genetic engineering:</b></p> <ul style="list-style-type: none"> <li>• enzymes are used to isolate the required gene; this gene is inserted into a vector, usually a bacterial plasmid or a virus</li> <li>• the vector is used to insert the gene into the required cells</li> <li>• genes are transferred to the cells of animals, plants, or microorganisms at an early stage (egg or embryo) in their development so that they develop with desired characteristics.</li> </ul>	
<p><b>AQA spec link:</b></p> <p>6.2.4 Students should be able to explain</p>	<p><b>Aiming for Grade 4 LOs:</b></p> <ul style="list-style-type: none"> <li>• Give one concern people may have about growing GM crops.</li> <li>• Describe why some people are against the cloning of animals.</li> </ul> <p><b>Aiming for Grade 6 LOs:</b></p>

<p>the potential benefits and risks of genetic engineering in agriculture and in medicine and that some people have objections. Concerns about GM crops include the effect on populations of wild flowers and insects. Some people feel the effects of eating GM crops on human health have not been fully explored.</p>	<ul style="list-style-type: none"> <li>Outline the potential benefits and risks of genetic engineering.</li> <li>Describe economic and ethical concerns that people may have about cloning animals.</li> </ul> <p><b>Aiming for Grade 8 LOs:</b></p> <ul style="list-style-type: none"> <li>Evaluate the potential benefits and risks of genetic engineering.</li> <li>Explain in detail the significance of events in the field of genetics.</li> </ul>
<p><b><u>KS4 TRIPLE (additional spec points)</u></b></p>	
<p><b>AQA spec link:</b></p> <p>6.2.5 Tissue culture: using small groups of cells from part of a plant to grow identical new plants. This is important for preserving rare plant species or commercially in nurseries.</p> <p>Cuttings: an older, but simple, method used by gardeners to produce many identical new plants from a parent plant.</p> <p>Embryo transplants: splitting apart cells from a developing animal embryo before they become specialised, then transplanting the identical embryos into host mothers.</p>	<p><b>Aiming for Grade 4 LOs:</b></p> <ul style="list-style-type: none"> <li>Describe how to take stem and leaf cuttings of plants.</li> <li>Define the term clone, and use a diagram to describe why embryo transplants are clones.</li> </ul> <p><b>Aiming for Grade 6 LOs:</b></p> <ul style="list-style-type: none"> <li>Describe the benefits for plant growers of reproduction using cuttings or tissue culture rather than seeds.</li> <li>Describe how embryo transplants are undertaken, and why they produce clones.</li> </ul> <p><b>Aiming for Grade 8 LOs:</b></p> <ul style="list-style-type: none"> <li>Explain the benefits of embryo transplants over sexual reproduction for farmers.</li> <li>Compare and contrast tissue culture in plants and embryo transplantation in animals.</li> </ul>
<p><b>AQA spec link:</b></p>	<p><b>Aiming for Grade 4 LOs:</b></p>

6.2.5 Adult cell cloning:

- The nucleus is removed from an unfertilised egg cell.
- The nucleus from an adult body cell, such as a skin cell, is inserted into the egg cell.
- An electric shock stimulates the egg cell to divide to form an embryo.
- These embryo cells contain the same genetic information as the adult skin cell.
- When the embryo has developed into a ball of cells, it is inserted into the womb of an adult female to continue its development.

- Describe adult cell cloning as producing a complete clone of an adult animal.
- Describe the process of adult cell cloning using a diagram.
- Give one reason why scientists may want to clone an adult animal.

**Aiming for Grade 6 LOs:**

- Explain why the animal produced using adult cell cloning is a clone.
- Design a flow chart to describe the process of adult cell cloning.
- List some benefits and drawbacks of adult cell cloning.

**Aiming for Grade 8 LOs:**

- Use advanced terminology to explain the process of adult cell cloning.
- Compare and contrast the processes of adult cell and embryo cloning.
- Evaluate the possible uses of adult cell cloning.