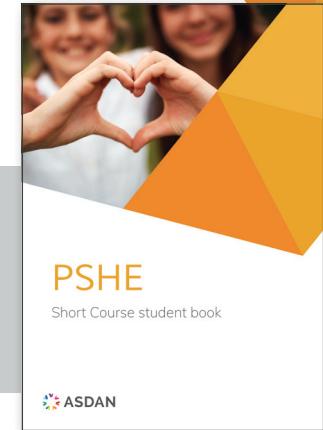


# Meeting statutory guidance with the ASDAN PSHE Short Course

ASDAN's **PSHE Short Course** was updated in 2019 to assist centres in meeting the requirements of the new statutory guidance for sex, relationships and health education in England, which comes into effect in September 2020.

The Short Course comprises a student book and supporting tutor resource pack, which contains detailed session plans and supporting resources (eg worksheets, PowerPoints, information sheets).



## Mapping the PSHE Short Course to statutory guidance for sex, relationships and health education

The tables below map the requirements outlined in the statutory guidance for secondary schools to challenges from the Short Course, as well as highlighting supporting resources available in the tutor resource pack.

The left-hand column lists the requirements of the statutory guidance for:

- Relationships and sex education (RSE)
- Physical health and mental wellbeing

The right-hand column identifies which challenges from the PSHE Short Course can be used to meet these requirements. For each challenge:



This icon indicates the **challenge outcome**



This icon indicates the **supporting resources** for this challenge in the PSHE Short Course tutor resource pack

**Session plan  
Sexual health 6A2**

<b>Outcome</b>	Understand the advantages and disadvantages of different methods of contraception
<b>Resources</b>	Contraception sort cards
<b>Learning context</b>	Independent, paired work, group work
<b>Curriculum areas</b>	PSHE, PSE, science
<b>PSHE skills</b>	Living independently, Personal safety, Health and relationships

**Starter**  
In groups, students complete the contraception sort activity to match the types of contraception (sort into the definitions below). The cards are pre-printed and can be cut out and sorted into the boxes below.  
Review the sort activity on a class. Address any misconceptions.

**Main lesson**  
In groups, design students to type of contraception from the card sort. Ask students to explain how the different types of contraception work.  
Get students to look back and reflect on the misconceptions they had. Correct misconceptions as you go - the contraception summary resource sheet will help you do this. <https://www.sexwise.psu.org.uk/contraception/which-method-contraception-right-me>  
Allow or invite students to type of contraception summary resource sheet. Allow them to add any other methods of contraception they know might be considered.  
**Independent challenge**  
Ask students to research the different types of contraception that are available. Share your findings in a podcast.  
Investigate how the more common contraceptives work, including the condom, the pill, and the coil. Share your findings in a podcast.

**Challenge wrap up**  
Students share their podcasts from the independent challenge. Students peer review each other's work, making suggestions for improvements.

**Q ideas**

- <https://www.sexwise.psu.org.uk/relationships-and-sexuality/>
- <https://www.rhe.ucl.ac.uk/conditions/contraception/>
- <https://www.brook.org.uk/your-life/stay-safe/contraception>

**PSHE Short Course resource pack | Module 6 Sexual health | © ASDAN September 2019**

**Contraception sort cards**

<b>Combined pill</b>	Oral pill containing artificial versions of female hormones oestrogen and progestrone. Prevents the egg from moving in an egg each month.
<b>Diaphragm or cap</b>	A circular diaphragm of latex rubber that is inserted into the vagina so the sperm can't get into the womb.
<b>Female condoms</b>	The synthetic liner of latex tube worn inside the vagina to prevent semen getting to the womb.
<b>Implant</b>	Small, flexible plastic rod placed under the skin in the upper arm by a doctor or nurse. Releases progestrone into your bloodstream to prevent pregnancy. Lasts for 3 years.
<b>Injection</b>	Injection that releases progestrone into the bloodstream to prevent pregnancy.
<b>IUD coil</b>	T-shaped plastic device and copper device that is put in the womb by a doctor or nurse. It releases copper to prevent pregnancy.
<b>Male condom</b>	The synthetic liner or latex penis cover that stops semen coming into contact with a partner.
<b>Patch</b>	Sticky patch that releases hormones into the body to prevent pregnancy.
<b>Progesterone only pill (mini pill)</b>	Oral pill containing progestrone. Prevents the egg from moving in an egg each month. It can also stop the cervix to stop sperm reaching an egg.
<b>Vaginal ring</b>	Small, soft plastic ring that is inserted into the vagina. It releases a continuous dose of oestrogen and progestrone into the bloodstream to prevent pregnancy.

**PSHE Short Course resource pack | Module 6 Sexual health | © ASDAN September 2019**

Example pages from the PSHE Short Course tutor resource pack

# Relationships and sex education (RSE)

Statutory requirements of the new guidance	Links to the ASDAN PSHE Short Course
<p><b>Families</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships.</li><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• what marriage is, including their legal status – for example, 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.</li><li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• the characteristics and legal status of other types of long-term relationships.</li><li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>• 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), how to seek help or advice, including reporting concerns about others, if needed</li></ul>	<p><b>Module 8: Families and parenting</b></p> <p><b>Section A Challenge 1</b></p> <p> Recognise different sorts of relationships and concepts of family; understand the legal status of different relationships  Session plan, Different types of relationships resource sheet</p> <p><b>Section A Challenge 3</b></p> <p> Explain the concept of forced marriage  Session plan, Forced marriage PowerPoint, Question prompt cards</p> <p><b>Section A Challenge 4</b></p> <p> Recognise the roles and responsibilities of parenting  Session plan, What makes a good parent? resource sheet</p> <p><b>Section A Challenge 5</b></p> <p> Understand the impact that being a parent can have on your lifestyle  Session plan, Baby things PowerPoint, Writing frame</p>

## Statutory requirements of the new guidance

### Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- 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

## Links to the ASDAN PSHE Short Course

### Module 7: Respectful relationships

#### Section A Challenge 1

- Show how to develop healthy relationships across cultures and society

- Session plan, Discrimination definitions resource sheet, Discrimination scenario cards

#### Section A Challenge 2

- Recognise how to manage emotions in different relationships

- Session plan, Expressing emotions sort cards

#### Section A Challenge 3

- Understand what makes for healthy and unhealthy relationships

- Session plan, Healthy and unhealthy relationships resource sheet

#### Section A Challenge 4

- Explain the concept of consent in a variety of contexts

- Session plan, Consent definitions resource sheet, Quiz – consent – true or false

## Statutory requirements of the new guidance

### Being safe

Pupils should know:

- 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
- 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

## Links to the ASDAN PSHE Short Course

### Module 6: Sexual health

#### Section A Challenge 4

- Understand the moral responsibilities when seeking consent and the importance of respecting and protecting an individual's right to give, not give, or withdraw consent



#### Section A Challenge 5

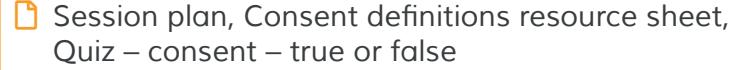
- Understand the legal consequences of failing to respect an individual's right to give, not give, or withdraw consent



### Module 7: Respectful relationships

#### Section A Challenge 4

- Explain the concept of consent in a variety of contexts



## Statutory requirements of the new guidance

### Intimate and sexual relationships, including sexual health

Pupils should know:

- 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
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- 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)
- how the different sexually transmitted infections (STIs), including HIV and AIDS, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

## Links to the ASDAN PSHE Short Course

### Module 6: Sexual health

#### Section A Challenge 1

- Understand the impact of sexually transmitted infections (STI's) and how to minimize their transmission
-  Session plan, Sexual activity definitions sort cards, STI's resource sheet, Tom and Olivia's story PowerPoint

#### Section A Challenge 2

- Understand the advantages and disadvantages of different methods of contraception, including protection from STI's
- Session plan, Contraception sort cards, Contraception summary resource sheet, Contraception scenarios resource sheet

#### Section A Challenge 3

- Understand how to access emergency contraception and the time frame within which it can be effective
-  Session plan, Sara's story PowerPoint, Emergency contraception fact cards

### Module 7: Respectful relationships

#### Section A Challenge 4

- Explain the concept of consent in a variety of contexts
-  Session plan, Consent definitions resource sheet, Quiz – consent – true or false

### Module 8: Families and parenting

#### Section A Challenge 7

- Understand the options available in the event of an unplanned pregnancy
-  Session plan, Unplanned pregnancy PowerPoint, Question prompt cards, Abortion and the law resource sheet

## Statutory requirements of the new guidance

### The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

## Links to the ASDAN PSHE Short Course

### Module 3: Social media

#### Section A Challenge 4

- Identify harmful behaviours online; understand how to report it and access support if you have been affected by those behaviours



#### Section A Challenge 5

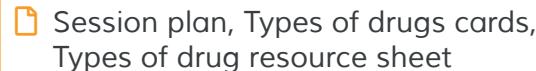
- Recognise digitally enabled stalking (cyberstalking) and know what to do if you are affected



### Module 5: Tobacco and drugs

#### Section A Challenge 6

- Understand how drug misuse can be harmful in the short-term and long-term



### Module 6: Sexual health

#### Section A Challenge 5

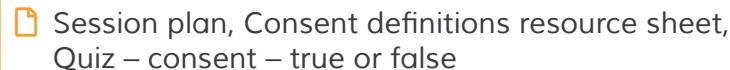
- Understand the legal consequences of failing to respect an individual's right to give, not give, or withdraw consent



### Module 7: Respectful relationships

#### Section A Challenge 4

- Explain the concept of consent in a variety of contexts



## Statutory requirements of the new guidance

### The Law (continued)

See above.

## Links to the ASDAN PSHE Short Course

### Module 11: Living in modern Britain

#### Section A Challenge 1

-  Understand and explore what democracy, the rule of law, individual liberty and mutual respect means as a British citizen
-  Session plan, Continuum cards, British values PowerPoint, British values resource sheet, Quiz – the rule of law – true or false

#### Section A Challenge 5

-  Recognise extremism and radicalisation, including when someone is at risk of being radicalised
-  Session plan, Radicalisation PowerPoint, Radicalisation discussion cards, Examples of radicalisation cards

# Physical health and mental wellbeing

Statutory requirements of the new guidance	Links to the ASDAN PSHE Short Course
<p><b>Mental wellbeing</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"><li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary</li><li>• that happiness is linked to being connected to others</li><li>• how to recognise the early signs of mental wellbeing concerns</li><li>• common types of mental ill health (eg anxiety and depression)</li><li>• 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</li><li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</li></ul>	<p><b>Module 1: Emotional wellbeing</b></p> <p><b>Section A Challenge 1</b></p> <p><input checked="" type="checkbox"/> Demonstrate how to talk about emotions <input type="checkbox"/> Session plan, Emotion eggs resource sheet, Body outline template resource sheet</p> <p><b>Section A Challenge 2</b></p> <p><input checked="" type="checkbox"/> Show how being connected to others can improve emotional wellbeing <input type="checkbox"/> Session plan, Emotion eggs resource sheet, Connecting with people sort cards</p> <p><b>Section A Challenge 3</b></p> <p><input checked="" type="checkbox"/> Explain common types of mental ill health <input type="checkbox"/> Session plan, Mental ill health resource sheet, Mental ill health descriptions and symptoms card, Writing frames, Success criteria</p> <p><b>Section A Challenge 4</b></p> <p><input checked="" type="checkbox"/> Recognise the early signs of poor mental health <input type="checkbox"/> Session plan, Emojis resource sheet, Signs of mental health sort cards</p> <p><b>Section A Challenge 5</b></p> <p><input checked="" type="checkbox"/> Use strategies for maintaining positive emotional wellbeing <input type="checkbox"/> Session plan, Strategies for positive mental health PowerPoint, Thought cloud template resource sheet</p> <p><b>Section A Challenge 6</b></p> <p><input checked="" type="checkbox"/> Explain activities that can promote positive emotional wellbeing <input type="checkbox"/> Session plan, Positive wellbeing storyboard template</p> <p><b>Module 2: Keeping safe and healthy</b></p> <p><b>Section A Challenge 2</b></p> <p><input checked="" type="checkbox"/> Explain current campaigns promoting happiness <input type="checkbox"/> Session plan, Wellbeing campaigns resource sheet</p>

## Statutory requirements of the new guidance

### Internet safety and harms

Pupils should know:

- 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
- 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

## Links to the ASDAN PSHE Short Course

### Module 3: Social media

#### Section A Challenge 1

- Understand why it is important to develop digital resilience
- Session plan, Mobile phone use survey, Phone use scenario cards, Internet safety sort cards

#### Section A Challenge 2

- Understand how media stereotypes or manipulated images adversely affect body image and self-esteem
- Session plan, Body image and self-esteem PowerPoint, Barometer activity tutor notes, Body image and self-esteem question cards

#### Section A Challenge 3

- Identify harmful behaviours online; understand how to report it and access support if you have been affected by those behaviours
- Session plan, Cyberbullying survey PowerPoint, Question prompt cards

## Statutory requirements of the new guidance

### Physical health and fitness

Pupils should know:

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- 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 about the science relating to blood, organ and stem cell donation

## Links to the ASDAN PSHE Short Course

### Module 1: Emotional wellbeing

#### Section A Challenge 6

- Explain activities that can promote positive emotional wellbeing
- Session plan, Positive wellbeing storyboard template

### Module 2: Keeping safe and healthy

#### Section A Challenge 3

- Explain what constitutes a healthy lifestyle
- Session plan, Ideas for a healthy lifestyle resource sheet

#### Section A Challenge 4

- Explain what constitutes a healthy lifestyle
- Session plan, Medical conditions sort cards, Quiz – good or bad food hygiene, Quiz – personal hygiene, true or false, Early signs of illness sort cards

### Module 2: Keeping safe and healthy

#### Section A Challenge 3

- Explain what constitutes a healthy lifestyle
- Session plan, Ideas for a healthy lifestyle resource sheet

#### Section A Challenge 4

- Explain what constitutes a healthy lifestyle
- Session plan, Medical conditions sort cards, Quiz – good or bad food hygiene, Quiz – personal hygiene, true or false, Early signs of illness sort cards

#### Section A Challenge 5

- Recognise what healthy eating looks like
- Session plan, Meal sort cards, Healthy eating PowerPoint

### Healthy eating

Pupils should know:

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

## Statutory requirements of the new guidance

### Basic first aid

Pupils should know:

- basic treatment for common injuries
- life-saving skills, including how to administer CPR
- the purpose of defibrillators and when one might be needed

## Links to the ASDAN PSHE Short Course

### Module 2: Keeping safe and healthy

#### Section A Challenge 4

- Explain what constitutes a healthy lifestyle
- Session plan, Medical conditions sort cards, Quiz – good or bad food hygiene, Quiz – personal hygiene, true or false, Early signs of illness sort cards

### Module 4: Alcohol

#### Section A Challenge 1

- Have a knowledge and understanding of what alcohol is
- Session plan, Alcohol statement cards, Alcohol information resource sheet

#### Section A Challenge 2

- Understand the effects of drinking alcohol
- Session plan, The effects of alcohol resource sheet, Alcohol effects and consequences resource sheet

#### Section A Challenge 4

- Understand the impact that alcohol can have on emotional health and wellbeing
- Session plan, Emotional health scenarios resource sheet, Alcohol and mental health resource sheet

### Drugs, alcohol and tobacco

Pupils should know:

- 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
- the law relating to the supply and possession of illegal substances
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- the physical and psychological consequences of addiction, including alcohol dependency
- awareness of the dangers of drugs which are prescribed but still present serious health risks
- 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

## Statutory requirements of the new guidance

### Drugs, alcohol and tobacco (continued)

See above.

## Links to the ASDAN PSHE Short Course

### Module 5: Tobacco and drugs

#### Section A Challenge 1

- Understand the laws relating to the supply and possession of illegal substances



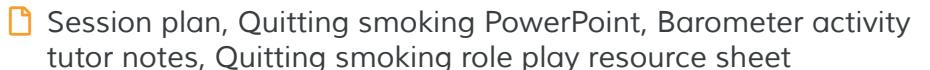
#### Section A Challenge 2

- Understand the facts about the harmful effects of smoking tobacco



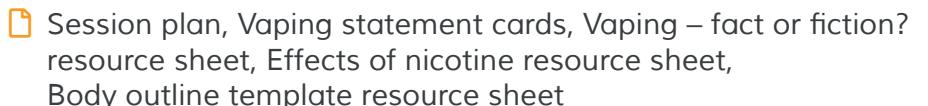
#### Section A Challenge 3

- Understand the benefits of quitting smoking and how to access support to do so



#### Section A Challenge 4

- Understand the effects of nicotine consumption and its associated risks



#### Section A Challenge 5

- Understand the links between taking drugs and serious mental health conditions



#### Section A Challenge 6

- Understand how drug misuse can be harmful in the short-term and long-term



## Statutory requirements of the new guidance

### Health and prevention

Pupils should know:

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- (late secondary) the benefits of regular self-examination and screening
- the facts and science relating to immunisation and vaccination
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

## Links to the ASDAN PSHE Short Course

### Module 2: Keeping safe and healthy

#### Section A Challenge 3

- Explain what constitutes a healthy lifestyle
- Session plan, Ideas for a healthy lifestyle resource sheet

#### Section A Challenge 4

- Explain what constitutes a healthy lifestyle
- Session plan, Medical conditions sort cards, Quiz – good or bad food hygiene, Quiz – personal hygiene, true or false, Early signs of illness sort cards

#### Section A Challenge 5

- Recognise what healthy eating looks like
- Session plan, Meal sort cards, Healthy eating PowerPoint