

# QUALIFICATION SPECIFICATION



Award in Keeping Safe and  
Healthy (Entry 3 – Level 1)

Access to HE

Apprenticeships

Digital

Employability &  
Enterprise

English & Maths

ESOL

Personal & Social  
Development

Professional  
Development

Vocational



This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
603/4635/8	Gateway Qualifications Entry Level Award in Keeping Safe and Healthy (Entry 3)
603/4636/X	Gateway Qualifications Level 1 Award in Keeping Safe and Healthy

Version and date	Change detail	Section/Page Reference
1.3 (Nov 2024)	Removed reference to approval in Wales and corrected formatting errors	Page 9
1.2 (Jan 2023)	Updated Funding section, removed address and changed back cover	Page 8 & 20
1.1 (October 2021)	Guidance for Pre 16 age range.	Page15
1.0 (May 2019)	n/a	n/a



## About this qualification specification

This qualification specification is intended for tutors, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment.

In order to offer this qualification you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

Website: [www.gatewayqualifications.org.uk/recognition](http://www.gatewayqualifications.org.uk/recognition)

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## 1. Qualification Information

### 1.1 About the qualification

These qualifications are regulated by Ofqual (the Office of Qualifications and Examinations Regulation) that regulates qualifications, examinations and assessments in England, and Qualification Wales that regulates qualifications, examinations and assessments in Wales.

These qualifications are intended to support centres in developing learners' understanding of how to keep safe and healthy, by increasing their awareness of potential risks and the positive actions they can take to reduce or avoid them. The qualifications have been developed in collaboration with FE colleges.

### 1.2 Objective

The qualifications provide an introduction to keeping safe and healthy through paying attention to diet, exercise, and sexual health, understanding the impact of lifestyle choices, and being alert and able to deal with risks to personal safety and when online.

### 1.3 Key facts

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Entry Level Award in Keeping Safe and Healthy (Entry 3)	20	20	2
Gateway Qualifications Level 1 Award in Keeping Safe and Healthy	20	10	2

**Total Qualification Time** is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by but, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.



## 1.4 Achievement methodology

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The qualifications will be awarded to learners who successfully achieve the single mandatory unit via an online multiple-choice examination.

## 1.5 Geographical coverage

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These qualifications have been approved by Ofqual to be offered in England.

## 1.6 Progression opportunities

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The knowledge and understanding developed through undertaking the programme of learning should support further study relating to personal e-safety, health and wellbeing.

## 1.7 Funding

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For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>

## 1.8 Equality, diversity and inclusion

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It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides, within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular, it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. It is acknowledged that this is not an exhaustive list.

## 2 Learner Entry Requirements

### 2.1 Age

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These qualifications have been approved for learners aged pre-16, 16-18 and 19+.

### 2.2 Prior qualifications

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There is no requirement for learners to have achieved prior qualifications or units in the particular sector prior to undertaking these qualifications.

### 2.3 Prior skills/knowledge/understanding

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There is no requirement for learners to have prior skills, knowledge or understanding.

### 2.4 Restrictions

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There are no restrictions to entry.

### 2.5 Access to qualifications for learners with disabilities or specific needs

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Gateway Qualifications understands its requirement as an awarding organisation to make reasonable adjustments where a learner, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled.

Gateway Qualifications has identified reasonable adjustments permissible for the Keeping Safe and Healthy online assessment as detailed below. A reasonable adjustment is unique to an individual and therefore may not be included in the list of available access arrangements.

Centres do not need to apply to Gateway Qualifications for approval of reasonable adjustments unless adaptation of online assessment material is required. All reasonable adjustments made by the centre must be recorded on the Gateway Qualifications' Reasonable Adjustments Form and should be made available to Gateway Qualifications upon request.

Additional time up to 30 minutes and formatting changes can be made directly within the Surpass system by the centre without formal approval by Gateway Qualifications. Further guidance is available on the Gateway Qualifications website: [Surpass administrator and invigilator guidance for centres](#). For any other adjustments centres will need to apply to Gateway Qualifications. Guidance on this process can be found on the Forms and Guidance page of Gateway Qualifications' website.

Requests for special consideration should be submitted as soon as possible after the assessment and no later than 5 working days after the assessment. Please refer to the Reasonable Adjustments and Special Consideration Policy for circumstances where

requests for special consideration may be accepted after the results of assessment have been released.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- Adaptation of assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- assessment material in different colour format or in audio format
- British Sign Language (BSL)
- changing or adapting the assessment method
- changing usual assessment arrangements
- extra time
- language modified assessment material
- practical assistant
- prompter
- providing assistance during assessment
- reader
- scribe
- transcript
- use of assistive software
- using assistive technology
- use of CCTV, coloured overlays, low vision aids
- use of a different assessment location
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

### **Special Considerations**

Requests for special consideration should be submitted as soon as possible. Please refer to the Reasonable Adjustments and Special Consideration Policy.

## **2.6 Additional requirements/guidance**

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There are no additional rules or guidance regarding learner entry requirements.

## 2.7 Recruiting learners with integrity

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It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification and that the qualification will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.

### 3 Qualification Details

#### 3.1. Qualification structure (rules of combination and unit list)

The knowledge that will be assessed as part of each qualification is set out within the unit specification. These include the learning outcomes, associated assessment criteria and indicative content.

#### Gateway Qualifications Entry Level Award in Keeping Safe and Healthy (Entry 3)

Learners must achieve the single mandatory unit.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
Y/617/6159	Keeping Safe and Healthy	Entry 3	20	2

#### Gateway Qualifications Level 1 Award in Keeping Safe and Healthy

Learners must achieve the single mandatory unit.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
L/617/6160	Keeping Safe and Healthy	1	10	2

#### 3.2. Recognition of prior learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units, or a whole qualification according to the RPL criteria for a given qualification.

The process of Recognition for Prior Learning is not applicable to this qualification.

#### 3.3. Links to other qualifications

There are no direct links to other qualifications.

## 4 Quality Assurance, Delivery and Assessment

### 4.1 Method of assessment

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The method of assessment for these qualifications is through an externally set and marked online multiple-choice test.

When a centre is set up in Surpass, two generic users; Admin and Invigilator will be set up. If your centre requires more users please inform us by emailing the Customer Excellence team.

The overall grading type is Pass/Fail.

### 4.2 Assessment language

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These qualifications are assessed in English only.

### 4.3 Centre requirements

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Centres must provide sufficient devices available for candidates to undertake the online test. Centres must also ensure that hardware and systems meet the minimum requirements for the delivery of this online test, details of which are available on the Gateway Qualifications website:

<https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/external-assessment/online-assessment-system-and-hardware-requirements/>

Please note that the online assessment platform does not support tablet/mobile devices.

Centres will be subject to external monitoring to ensure compliance to centre recognition terms and conditions.

### 4.4 Qualification specific staffing requirements

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The centre must provide staff with appropriate inductions and professional development (including a development plan) to ensure staff can maintain their expertise and competence for the delivery of these qualifications. The centre must ensure that staff involved with a qualification will fully understand the relevant qualification specification provided by Gateway Qualifications and will comply with its provisions.

Guidance on staffing requirements can be found in the Centre Handbook:

<https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/centre-handbook/quality-compliance/>

## 4.5 Qualification specific quality assurance requirements

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There are no additional internal/external quality assurance requirements for these qualifications.

The qualification will be subject to external quality assurance visits to check centre and qualification compliance in line with the centre recognition terms and conditions and qualification requirements.

## 4.6 Suggested resources

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### Useful websites

#### **Get help for your symptoms - NHS 111**

Talk to Frank - [www.talktofrank.com](http://www.talktofrank.com)

DrinkAware - [www.drinkaware.co.uk](http://www.drinkaware.co.uk)

LGBT Foundation - <https://lgbt.foundation/>

Stonewall - [www.stonewall.org.uk](http://www.stonewall.org.uk)

Terence Higgins Trust - [www.tht.org.uk](http://www.tht.org.uk)

FPA - [www.fpa.org.uk](http://www.fpa.org.uk)

Safer Internet - [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

The Mix - [www.themix.org.uk](http://www.themix.org.uk)

The Children's Society [www.childrenssociety.org.uk](http://www.childrenssociety.org.uk)

Childline - [www.childline.org.uk](http://www.childline.org.uk)

## 4.7 Learner registration and assessment booking

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Learners should be registered via the Quartzweb online portal. For all externally assessed qualifications, a second step of assessment scheduling (booking) must also be carried out.

An assessment window is permitted for these qualifications. The dates between which the candidates will sit must be entered. This window should be as small as practicable (for example, we would suggest no longer than one month).

Applications for reasonable adjustments should be made at least 5 working days prior to learners undertaking the assessment and are subject to approval by Gateway Qualifications.

## **4.8 Assessment guidance**

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Learners should be given the opportunity to familiarise themselves with the online platform before taking the multiple-choice test.

## **4.9 Time limit**

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The total time permitted time to complete the assessment is 40 minutes. Once the permitted time has been reached the assessment will end.

## **4.10 Assessment taking**

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The assessment is available on demand and online.

## **4.11 Supervision arrangements**

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The Centre must ensure that learners are supervised whilst taking the online test

The Teacher/Tutor can act as the supervisor.

The Centre must ensure that:

- all candidates are within direct sight of the supervisor throughout the assessment
- display materials which might provide assistance are removed or covered
- candidates do not have access to e-mail, the internet or mobile phones
- candidates complete their work independently and that interaction with other candidates does not occur
- staff supervising the assessment are familiar with any specific instructions relating to the assessments

Learners are not offered any advice or assistance other than accessing the assessment.



## 4.12 Assessment conditions

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Any room in which an assessment is held must provide learners with appropriate conditions for taking the assessment. The centre must pay attention to conditions such as heating, lighting, ventilation and the level of outside noise. The centre must ensure that the room is accessible and appropriate for learners with disabilities (in accordance with the Equalities Act 2010).

Display material (such as maps, diagrams, wall charts and projected images) which might be helpful to the learner must not be visible in the assessment room.

### **Persons present**

Only candidates taking the assessment and authorised centre staff, i.e. the supervisor/s are allowed in the assessment room.

Gateway Qualifications reserves the right to visit centres during the assessment to inspect the arrangements made for the security of confidential examination material and for the conduct of the assessments.

A sign must be placed on the door to alert others that an exam is taking place.

### **Seating arrangements**

The seating arrangements must prevent candidates from overlooking (intentionally or otherwise) the work of others.

### **Before the assessment**

Assessment conditions are deemed to be in progress from the time the candidates enter the room until all candidates have completed the assessment and left the room.

Before candidates are permitted to start work the supervisor must:

- inform the candidates that they are now subject to assessment conditions and read out the relevant notices and warnings
- warn candidates that any unauthorised material must be handed in (this should also include any food or drinks, which may only be allowed at the discretion of the centre)
- remind candidates that they are forbidden to communicate in any way with, seek assistance from, or give assistance to, another learner whilst they are in the assessment room.

### **Conduct of candidates during assessments**

Candidates must be supervised throughout the progress of the assessment. Supervisor/s must give complete attention to this duty at all times, being vigilant and remaining aware of emerging situations, looking out for possible cheating, malpractice or candidates feeling unwell. Any irregularities must be recorded, (please refer to the invigilator guidance). Supervisors are required to move around the assessment room quietly and at frequent intervals.

**How should contact between the supervisor and the candidate be monitored and recorded?**

The supervisor should keep a record of feedback and advice provided to individual learners, or those in groups where this may affect the assessment outcome.

**Misconduct**

This type of assessments relies heavily on the integrity of the learners. In those cases where misconduct occurs, or is thought to have occurred, this will be investigated by Gateway Qualifications and results may be withheld.

**Candidates leaving the room**

Candidates who are allowed to leave the assessment room temporarily must be accompanied by a member of staff. Those candidates may be allowed extra time at the discretion of the centre.

Candidates can leave the room quietly once they have completed their assessment.

**Evacuation procedures**

Staff, supervisors and candidates must be aware of the evacuation procedure in case of an emergency, such as a fire alarm or bomb alert. The following actions should be taken:

- stop the candidates by pausing the assessment online
- collect the attendance register (in order to ensure all candidates are present)
- evacuate the assessment room
- candidates should leave the room in silence
- make sure the candidates are supervised as closely as possible while they are out of the assessment room to make sure there is no discussion about the assessment being sat
- make a note of the time of the interruption and how long it lasted
- allow the candidates the full working time for the assessment to complete a full report of the incident and of the action taken, and send to the Customer Excellence Department at Gateway Qualifications.

## **4.13 Resitting an assessment**

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Learners may resit the assessment. In order to schedule a re-sit, centres will need to use the Quartzweb online portal and schedule a new assessment. This is available once results are released following the initial sitting.

There is no minimum time between assessment attempts although learners should be given adequate opportunity to improve their knowledge before re-sitting the assessment.

Please see **Section 4.7 Learner registration and assessment booking.**

## **4.14 Marking and results**

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The assessment is marked externally within the online assessment platform. Centres will be able to report from the online assessment platform to determine results.

Certification of learners will follow within published timescales.

#### **4.15 Additional requirements/guidance**

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Staff should be aware that mental health can be a sensitive topic and that, due to their own circumstances or those of friends and family, some students may find some of the content challenging. They will, therefore, need to deliver the content of the qualification with sensitivity. Staff should familiarise themselves with the support services available within their own setting and beyond so that they are able to signpost students to these if necessary. The overall emphasis of the awards, however, is on good mental health and strategies to maintain this.

#### **4.16 Malpractice**

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Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the internal and external assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large.

Centre staff should be familiar with the contents of Gateway Qualifications Malpractice and Maladministration Policy.

## 5 What to do Next

Contact Gateway Qualifications

Tel: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

## 6 Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

## 7 Appendices

### 7.1 Appendix 1 – Unit Details

#### Keeping Safe and Healthy

**Level:** Entry 3  
**Credit Value:** 2  
**GLH:** 20  
**Unit Number:** Y/617/6159

This unit has 4 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know about drugs and alcohol.	1.1 State ways that drugs and alcohol can affect physical and mental health. 1.2 Identify what the law says about using drugs and alcohol. 1.3 Outline key features of safe alcohol use. 1.4 Identify key sources of information, advice, guidance and/or support relating to alcohol and substance misuse.
2 Know about sexual health, sexuality and gender identity.	2.1 State what is meant by 'consent'. 2.2 State ways to keep sexually healthy. 2.3 Identify common methods of contraception. 2.4 State what is meant by sexual orientation and gender identity. 2.5 Identify sources of information, advice guidance and/or support on sexual health and LGBTQ+ issues.
3 Know about diet and exercise.	3.1 Identify key characteristics of healthy eating and drinking. 3.2 Outline different types of exercise and ways to take part. 3.3 State the benefits to physical and mental health of taking exercise.
4 Know about keeping safe.	4.1 Outline key ways to keep safe online. 4.2 Outline ways to keep safe in the community.

**Indicative Content: Keeping Safe and Healthy – Entry 3****Learning Outcome 1:**

Impact on physical and mental health of non-prescription drugs, smoking and alcohol:

- Alcohol –increased risk of cancers, stroke, heart and liver disease; alcohol poisoning, personal injury
- Drugs – links to mental ill-health such as paranoia, schizophrenia, paranoia, anxiety, depression and, if smoked, to lung diseases such as cancer and heart disease
- Over-dosing or taking drugs where you don't know what may be in them can, in rare cases, lead to death
- Smoking tobacco – increased risk of cancer, heart disease and heart attack, as well as diseases associated with blood flow (vascular diseases) and breathing (like asthma). Smoking during pregnancy can harm the unborn baby.

What the law says about drugs:

- Some drugs (like aspirin) you can buy over the counter; some drugs have to be prescribed by your doctor (like antibiotics). Both of these types are legal drugs and are used to benefit your health. There is another set of drugs that are used for recreational purposes. These are illegal
- It is illegal to supply or possess drugs such as cocaine, heroin, LSD, amphetamines, cannabis, ketamine or psychoactive substances (sometimes wrongly called 'legal highs'). It is also illegal to sell/supply these drugs to other people
- You will be fined (and can even go to prison) if you are caught in possession of drugs. The punishments for supplying (dealing) are even greater.

Although cigarettes and alcohol can also be described as 'drugs', they are subject to different laws from other drugs.

What the law says about cigarettes:

- You must be over 18 to buy cigarettes in the UK
- It's illegal for shops to sell you cigarettes if you are underage and for an adult to buy you cigarettes if you are under 18.

What the law says about alcohol:

If you're under 18, it's against the law:

- for someone to sell you alcohol
- to buy or try to buy alcohol
- for an adult to buy or try to buy alcohol for you.

It is illegal to drive if you have drunk more than a fairly small amount of alcohol. You will be banned from driving for a number of years if you are caught drink driving, and will either get a fine, a community sentence or even have to go to prison.

Guidelines on alcohol consumption

### Indicative Content: Keeping Safe and Healthy – Entry 3

- NHS recommend no more than 14 units per week for men and women which is around 6 pints of beer; 6 glasses of wine; 14 glasses of spirits
- It is not considered healthy to binge-drink (i.e. consume most of your units in one go) and it is recommended that you have several days in the week when you don't drink at all.

Sources of info/support

Websites such as NHS Choices and FRANK; GP; student support services; local community groups.

### Learning Outcome 2:

Consent:

- Consent is the voluntary agreement to participate in sexual activity, including intercourse and other sexual acts
- Legally, you can't consent if you are under 16
- It is important to check that you have the consent of the person you are or want to be sexually involved with because:
  - this is a respectful way to conduct a relationship
  - if you engage in sexual activity without consent, in law you are committing a sexual assault or rape.

Sexual health and avoiding STIs:

- Being sexually active puts you at risk of catching a sexually transmitted infection (STI) such as chlamydia
- Sexual health is an issue for everyone who is sexually active, regardless of sexual orientation
- 'Sexually transmitted' means passed on from one person to another through a sexual act
- You are less likely to pick up or pass on an STI if you use a condom or limit the number of sexual partners you have
- If you have unprotected sex, it is sensible to get checked for an STI afterwards
- You or your partner may have an STI and not know about it, because many STIs are symptomless. However, if untreated, they can lead to longer term problems including infertility.

Contraception:

- Contraception allows male and female partners to have sex without getting pregnant
- You have to use the contraception as advised for it to work effectively
- Some forms of contraception are slightly less reliable than others
- Common methods of contraception: condom, contraceptive pill, coil, implant, and emergency contraception often called 'the morning after pill'
- You can go to your GP or to a sexual health clinic to sort out contraception. Some forms of contraception like condoms can be bought in shops. You do not have to pay for contraception if you get it from a GP/clinic.

### Indicative Content: Keeping Safe and Healthy – Entry 3

Sexual orientation: whether you are homosexual – gay/lesbian; heterosexual – straight; bisexual

Gender identity: the way you feel about your own gender (male, female, a combination of both or neither). Someone who is trans/trans-gender feels themselves to be a different gender to the one they were born into.

Sources of advice on LGBTQ+ issues – websites such as Stonewall, LGBT Foundation; helplines such as Terence Higgins Trust, Switchboard LGBT; student support services

Sources of advice/info on sexual health matters – websites such as NHS Direct; Terence Higgins Trust; GP; pharmacies; contraception/sexual health clinics.

### Learning Outcome 3:

Key characteristics:

Balanced diet, portion size, keeping to recommended daily calorie levels, eating regular meals, keeping snacking to a minimum, restricting amounts of fat, salt and sugar and processed foods, keeping hydrated (water or low-sugar drinks rather than fizzy or energy drinks).

Types of exercise:

Aerobic – exercise that makes you sweat, causes you to breathe harder, and gets your heart beating faster than when you are at rest e.g.

Running, swimming, walking, zumba, dancing, , kickboxing

Strength - exercise that makes your muscles work harder than usual, e.g. lifting weights, push-ups, sit-ups, squats, walking up stairs, yoga or Pilates.

Benefits of exercise – physical and mental

- Reduces risk of heart disease, stroke, cancer, diabetes
- Keeps you supple and free from joint pain
- Improves mood and sleep and reduces risk of stress and depression.

### Learning Outcome 4:

Awareness of potential threats/consequences of actions:

- Most of what you do/say/share on the internet can be seen by other people – this can be maliciously shared
- People sometimes pretend to be someone they are not on the internet – so that they can trick you/groom you
- People sometimes send you fake emails, mostly in order to get money from you.

Ways to keep safe online:

- Don't share passwords
- Keep personal information private



**Indicative Content: Keeping Safe and Healthy – Entry 3**

- Don't share intimate photos
- Tell someone about contact on line that's made you feel uncomfortable
- Use site-specific reporting mechanisms

Don't meet someone you've only met online without taking precautions (meeting in a public space, letting other people know where you're going).

Awareness of potential threats:

- Theft
- Bullying
- Mate-crime
- Sexual exploitation and coercion
- Gang exploitation and coercion e.g. County Lines.

Warning signs:

- Being asked to do things you don't feel comfortable with
- 'Friends' appearing on payday; asking to borrow money but not paying it back; using your flat/possessions without permission
- Being offered rewards (e.g. a phone) to do things that are risky/illegal or without an explanation (e.g. deliver a package when you don't know what's in it).

Ways to keep safe when out and about:

- Keeping expensive items/money out of sight
- Telling people where you are going
- Avoiding carrying a knife or other weapon
- Telling a responsible adult about situations in which you are being made to feel uncomfortable/coerced.
- Planning journeys ahead including planning how you will get home
- Using registered minicabs/taxis– rather than taking casual lifts
- Going out in a group rather than on your own .
- Keeping PIN numbers and bankcards safe.

Assessing if people describing themselves as 'friends' are acting in a way that you could expect of a genuine friend.

## Keeping Safe and Healthy

**Level:** Level 1  
**Credit Value:** 2  
**GLH:** 10  
**Unit Number:** L/617/6160

This unit has 4 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know about drugs and alcohol.	1.1 Describe the potential impact on physical and mental health of drugs and alcohol. 1.2 Outline key legislation relating to drugs and alcohol. 1.3 Outline government guidelines on safe use of alcohol. 1.4 Outline different sources of information, advice, guidance and/or support relating to alcohol and substance misuse.
2 Know about sexual health, sexuality and gender identity.	2.1 Explain what is meant by consent. 2.2 Outline ways to reduce the risk of acquiring different sexually transmitted diseases. 2.3 Describe common methods of contraception and key differences between them. 2.4 Describe what is meant by the term 'sexual orientation'. 2.5 Describe what is meant by the term 'gender identity'. 2.6 Outline sources of information, advice guidance and/or support on sexual health and LGBTQ+ issues.
3 Know about diet and exercise.	3.1 Outline the key characteristics of healthy eating and drinking. 3.2 Describe the possible impact on health of unhealthy eating. 3.3 Outline types and amounts of exercise needed to maintain good health. 3.4 Outline the benefits to physical and mental health of taking exercise.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
4 Know about keeping safe.	4.1 Describe key online risks. 4.2 Describe ways to keep safe and act responsibly online. 4.3 Describe key personal safety risks. 4.4 Describe ways to maintain personal safety.

## Indicative Content: Keeping Safe and Healthy – Level 1

### Learning Outcome 1:

Impact on physical and mental health of non-prescription drugs, smoking/vaping/alcohol:

- Alcohol – long-term effects including increased risk of cancers, stroke, heart and liver disease; single session excessive drinking – accidents resulting in injury, misjudging risky situations, loss of self-control leading to, for example, unprotected sex, involvement in fights
- Drugs – new psychoactive substances (such as spice), can cause paranoia, coma, seizures, and, in rare cases, death. Long-term or excessive use of cannabis is linked to mental health problems such as schizophrenia, paranoia, and when smoked to lung diseases such as cancer and heart disease. Long-term use of ecstasy has been linked to memory problems, anxiety, depression and in some cases psychosis.
- Risks of drug-taking are increased by not knowing what substances actually contain or the strength of the ingredients. In rare cases, this can lead to death.
- Many drugs are addictive. Addiction can lead not just to physical harm but also increases risk of damaging relationships with friends and family; loss of job; involvement in criminal activity.
- Smoking tobacco – increased risk of cancer, heart disease and heart attack, vascular diseases, COPD and pneumonia. It also exacerbates symptoms of asthma. It can reduce fertility in men and women and cause impotence in men. Smoking during pregnancy increases risk of miscarriage, low birth weight babies, premature birth and stillbirth.
- Vaping – Most of the chemicals causing smoking related disease are absent in e-cigarettes, and the chemicals that are present have been found to pose little danger. However, there are no long-term studies on effects of vaping yet.

What the law says about drugs including new psychoactive substances:

- Drugs are classified into 3 Groups: A (e.g. cocaine, heroin, LSD), B (e.g. amphetamines, cannabis) and C (e.g. ketamine). It is illegal to supply or possess any of these drugs; penalties range from life imprisonment for supply of Class A drugs to two years imprisonment or a fine for possession of Class C drugs.
- It is illegal to produce, supply or offer to supply any psychoactive substance (e.g. nitrous oxide, spice) if the substance is likely to be used for its psychoactive effects. It is not illegal to possess these drugs.

What the law says about cigarettes:

- You must be over 18 to buy cigarettes in the UK. If you're under 16 the police have the right to confiscate your cigarettes. I
- It is illegal for shops to sell you cigarettes if you are underage and for an adult to buy you cigarettes if you are under 18
- It is illegal to smoke in all public enclosed or substantially enclosed areas and workplaces

What the law says about alcohol:

- You can be stopped, fined or arrested by police if you're under 18 and drinking alcohol in public. If you're under 18, it's against the law:
  - for someone to sell you alcohol

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- to buy or try to buy alcohol
- for an adult to buy or try to buy alcohol for you
- to drink alcohol in licensed premises (such as a pub or restaurant). However, if you're 16 or 17 and accompanied by an adult, you can drink (but not buy) beer, wine or cider with a meal.
- In England and Wales, there is an alcohol limit for drivers. It is calculated by the amount of alcohol in your blood. This means it is not possible to set a safe drinking limit as it will vary according to your weight, age, size, metabolism, what you've recently eaten or stress levels. To be absolutely sure to be under the legal limit, you need to avoid alcohol when driving altogether.

Recommended maximum consumption levels for alcohol:

- One unit is 10ml or 8g of pure alcohol
- 14 units per week for men and women = 6 pints of 4% (typical alcohol content) beer; 6 glasses of 13% (typical alcohol content) wine; 14 glasses of single 40% (typical alcohol content) spirits

Sources of /info/support: websites such as NHS Choices; drinkaware; Addaction; Alcoholics Anonymous; GP; CAMHS substance misuse teams; voluntary and community groups.

### Learning Outcome 2:

Consent

Definition – the voluntary agreement to participate in sexual activity, covers sexual intercourse but also other sexual acts and intimate touching; a person is not considered to have given consent if they have been pressured or bullied, encouraged to use drugs of alcohol or otherwise manipulated to influence their decision. A person may be too intoxicated to give consent. A person has their right to change their mind about giving consent at any point during sexual activity.

Common STIs - e.g. chlamydia, gonorrhoea, genital warts and herpes

Impact of STIs on sexual health

- Immediate symptoms such as itching, soreness, swelling and potential
- Longer-term effects such as infertility, mother-to-child transmission, increased risk of HIV; symptomless infection can still result in transmission and longer-term impact
- Risk factors – multiple partners, or a partner with multiple partners, unprotected sex.

Ways to reduce risk of acquiring/transmitting STIs

- Having a small number of partners, using condoms, avoiding riskier sexual practices more likely to result in broken skin.

Different types of contraception:

- Short-term, e.g. barrier and hormonal methods such as condom or contraceptive pill
- Long-acting reversible contraception, e.g. coil/implant)
- Emergency – morning after pill.

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Advantages and disadvantages of different types of contraception

e.g. LARCs do not protect against STIs but do not require remembering to take a pill each day; condoms protect against STIs but may require interruption to sexual act and need to have them with you, so less good for unplanned sexual activity.

Sexual orientation: which types of people you are romantically and sexually attracted to: homosexual – gay/lesbian; heterosexual; bisexual.

Gender identity: the way you feel about your own gender:

- This may be the same as or different from the gender identity you were given at birth, e.g. someone assigned a male identity at birth may feel that they are female.
- Gender identity is not the same as sex which is determined by the physical body and biology.
- Gender non-binary or fluid – someone who does not identify specifically as either male or female, sometimes feeling a combination of the two or at times one or the other
- Trans/Transgender – someone whose gender identity or gender expression is different from the gender that they were assigned at birth.

Rights under Equality Act:

- A person cannot be discriminated against because of sexual orientation or because they are a transsexual.
- Sexual orientation and gender reassignment are two of the nine 'protected characteristics'.

Sources of advice on LGBTQ+ issues – websites such as Stonewall, LGBT Foundation; helplines such as Terence Higgins Trust, Switchboard LGBT; Childline

Sources of advice/info on sexual health matters – websites such as NHS Direct, FPA; Terence Higgins Trust; GP; pharmacies; contraception/sexual health clinics.

### Learning Outcome 3:

Characteristics of healthy eating and drinking:

- Balanced diet including different food groups (carbohydrates, protein, milk and dairy, fruit and vegetables, fats and sugars)
- portion size
- recommended daily calorie levels – 2,500 for adult male; 2,000 for adult female

Government/NHS guidance and campaigns – e.g. 5 a day, 6-8 glasses of water

Impact on health

- Being overweight or obese are potent risk factors for cardiovascular diseases and type 2 diabetes and are major contributors to premature death
- Insufficient calories cause tiredness, fatigue
- Eating too much fast food or highly processed food means the body does not get the nutrients it needs to maintain healthy muscles, bones, teeth and blood, to give us energy and to ensure organs function properly

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- Too much salt, fat, and sugar can result in high blood pressure, which can lead to heart disease, heart attack and stroke

Types of exercise:

- aerobic, strength
- different means of taking exercise (sport, leisure, team/solo, built into daily routines, e.g. walking or cycling rather than driving); moderate and vigorous
- NHS guidance on amount of exercise – 150 mins of moderate aerobic exercise per week for adults; strength exercises on 2+ days per week.

Benefits of exercise – physical and mental:

- Reduces risk of heart disease, stroke, cancer, diabetes by up to 50%;
- Lowers risk of early death by 30%
- Helps with muscle and bone health
- Vigorous activity doubles health benefits of moderate activity
- Boosts self-esteem, mood, sleep quality and energy and reduces risk of stress and depression
- Exercise causes changes in the brain that promote feelings of calm and well-being. It also releases endorphins, powerful chemicals in the brain that give energy and make people feel positive
- It can also serve as a distraction, offering quiet time to break out of the cycle of negative thoughts that feed depression and anxiety.

### Learning Outcome 4:

Online risks:

- Grooming, financial scams, identity theft, malicious spreading of viruses, fake news
- Potential consequences of falling for these – loss of money; involvement with gangs/extremists; sexual exploitation.

Key ways to avoid online risks

Levels of personal information shared, secure passwords, privacy settings, recognising key signs of common scams/risky situations

Responsible online behaviours

Not creating or forwarding unpleasant humiliating emails, photos or text messages about someone else, reporting suspicious/offensive online activity, avoiding illegal online activity, e.g. hacking, stealing, illegally downloading online material, sexting if image is of someone under 18 including self.

Key risks to personal safety

Personal safety is the ability to go about one's everyday life free from the threat or fear of psychological, emotional or physical harm from others. Harm might include:

- Theft/mugging
- Violence/harm/aggression – including domestic violence

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- Exploitation/grooming – sexual, financial, by extremists, by gangs.

Specific risks relating to exploitation vary according to locality/circumstance but might include:

- Involvement with gangs – being forced into stealing/drug dealing/county lines activity/modern slavery
- Involvement in an exploitative sexual relationship or sexual activity in return for money, gifts or affection or through fear or threat
- Involvement with extremist groups/individuals who seek to influence your thinking and persuade you to engage in illegal activity.

Own behaviour can also represent a risk to your personal safety (e.g. provoking fights; driving too fast/irresponsibly; engaging in dangerous/thrill-seeking activity)

Safe/risk-avoiding behaviours:

- Take responsibility for self, e.g. having a charged phone on you when you go out, so you can make emergency calls, contact others, travel with friends, ensure you have a plan and the means to get home after a night out, keep an eye on drinks to prevent spiking
  - Take precautions – e.g. let people know where you are going and when you plan to get back, avoid badly lit areas at night, choose an occupied carriage on a train, don't use your phone or wear headphones in isolated places, carry a personal alarm, never carry a knife for personal protection as it is illegal and evidence suggests it increases (not reduces) your chances of getting hurt if you are involved in an altercation
  - Limit the possibility of theft – keep expensive gadgets out of sight when out and about; ensure house is securely locked, including windows, if leaving it unoccupied, ensure valuables are not easily seen from the street, ask for ID from anyone (e.g. tradesmen) wanting to enter the house, lock bikes/cars securely, do not let cash/credit cards out of your sight in a shop/restaurant, check card machines for signs of interference and do not accept help from anyone at a cashpoint
  - Look out for signs that others are trying to exploit you – do not spend time with people or carry out actions that make you feel unsafe, under pressure or frightened; do not automatically trust or believe people you do not know; do not be persuaded into doing something unsafe because it seems fun or you are being offered cash or rewards; be aware when a relationship changes so that where you were previously made to feel special, valued, or a good friend now you feel controlled or threatened
  - Recognise when a relationship is becoming abusive - (e.g. a partner is violent towards you or controlling you in terms of what you can do, who you can see, how you spend your money) and leave or seek help/advice on how to leave from a trusted adult or reputable organisation
- Limit alcohol intake – being drunk can lead to poor decision-making and increases risk-taking behaviour, chance of accidents and likelihood of getting involved in altercations
- Drive responsibly and within speed limits and resist temptation to show off to passengers
  - appoint a 'designated driver' who does not drink if driving on/after a night out
  - do not get into a car if the driver has been drinking.





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