

Personal safety

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Personal safety
Suite	Skills for Life
Unit Codes	S621E1 S621E2 S621E3 S621L1 S621L2
GLH	20
Unit Aim	Develop learners' understanding of personal safety at home, in the community and the wider world and to develop and apply practical strategies or positive actions to protect themselves and others.
Unit Summary	This unit helps learners develop an understanding of personal safety and develop skills in staying safe in different environments, including the home, community, outdoors and online. Learners will explore potential risks and unsafe situations and learn how their choices and actions can help protect themselves and others. At Entry level, the emphasis is on building awareness of personal safety using simple, familiar examples and practising basic safety rules and actions with support. At Levels 1 and 2, the focus shifts towards recognising a wider range of risks, planning appropriate safety strategies, and applying these more independently in different situations.
Curriculum for Wales	Areas of learning and experience: This unit supports progress towards the Health and well-being statement of what matters: <i>Our decision-making impacts on the quality of our lives and the lives of others</i>. When exploring personal safety, learners will identify risks in different environments, understand how their choices affect their own safety and the safety of others, and practise strategies and actions that help prevent harm. Integral and cross-curricular skills: Learners will have opportunities to develop their Critical thinking and problem-solving skills and demonstrate their application in practical safety contexts. At Entry level, learners will practise recognising hazards, identifying safe and unsafe situations, and suggesting simple safety actions in familiar environments. At Level 1 and 2, learners will assess risks in a variety of familiar and less familiar environments, plan and justify appropriate safety strategies, and consider the potential impact of their decisions on themselves and others. In addition, learners will develop Personal effectiveness by taking responsibility for their own safety, supporting others, reflecting on outcomes, and making informed decisions in everyday and emergency situations. Cross-cutting themes: Careers and work-related experiences as Entry level learners begin to develop basic responsibility, teamwork, and awareness of safety rules through practical tasks such as

roleplay or classroom safety exercises. At Level 1 and 2, learners can further develop these skills by taking on more independent roles in planning and implementing safety strategies, supporting peers, and responding to emergency situations, fostering personal effectiveness, decision-making, communication, and problem-solving skills. Local, national, and international contexts are considered as learners explore safety in a range of environments, from familiar local settings (home, school, community) to less familiar or public spaces. At higher levels, learners may consider national and international safety issues, such as online safety, travel, natural disasters, or emergency procedures in different countries.

Relationships and sexuality education (RSE) **is promoted as** learners explore safety within personal relationships, friendships, and social interactions. Entry level learners may focus on recognising safe and unsafe behaviours and asking for help if needed. At Level 1 and 2, learners consider consent, respectful communication, and online relationship safety, applying critical thinking to identify risks, plan strategies, and support themselves and others in maintaining safe and positive relationships.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Know about personal safety	E1 1.1 Point out an example of personal safety. E1 1.2 Point out someone who can help in an unsafe situation.	E2 1.1 Give a statement about what is meant by personal safety. E2 1.2 Give examples of people that can help with personal safety.	E3 1.1 Give a description about what is meant by personal safety. E3 1.2 Give examples of ways that help keep individuals and others safe.
LO2 Understand personal safety in different environments	E1 2.1 Point out safe situations in familiar places. E1 2.2 Point out unsafe or dangerous situations in familiar places.	E2 2.1 Recognise safety hazards in a familiar and less familiar environment. E2 2.2 Select simple ways to stay safe in these environments.	E3 2.1 Give a description of different safety hazards in a range of environments. E3 2.2 Explain how to stay safe in these environments.
LO3 Be able to apply safety rules or actions and support others	E1 3.1 Follow simple safety rules in a familiar environment. E1 3.2 Show one way of helping someone else to stay safe in a familiar environment.	E2 3.1 Select safety actions to take in a familiar environment. E2 3.2 State a way of supporting others to stay safe in a familiar environment.	E3 3.1 Demonstrate safety rules or actions to follow in different unsafe situations. E3 3.2 Demonstrate ways of supporting others to stay safe in different situations.

LO4 Be able to plan ways of staying safe in different situations	E1 4.1 Show an example of a situation where safety is needed. E1 4.2 Point out one simple action to stay safe in that situation (with support). E1 4.3 Follow the suggested safety action.	E2 4.1 Recognise situations that could be unsafe in familiar environments. E2 4.2 Select two simple safety actions to take in a chosen situation. E2 4.3 Say how these actions reduce the risks or help keep people safe.	E3 4.1 Recognise unsafe situations in familiar and less familiar environments. E3 4.2 Identify appropriate safety actions to stay safe in these situations. E3 4.3 Demonstrate at least one of the identified safety actions. E3 4.4 Suggest how the identified actions help keep people safe in different situations.
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If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)	
	Level 1	Level 2
LO1 Know key principles of personal safety	L1 1.1 Explain the key principles of personal safety in a familiar situation L1 1.2 Identify situations where personal safety is important L1 1.3 Describe ways to keep themselves and others safe, including who can help in unsafe situations	L2 1.1 Explain the key principles of personal safety in a range of situations L2 1.2 Analyse how personal safety applies in different familiar and less familiar environments L2 1.3 Evaluate ways to keep themselves and others safe and the role of people or services that provide support
LO2 Understand how personal safety risks vary across environments	L1 2.1 Identify personal safety risks in familiar environments L1 2.2 Explain how these risks differ across environments L1 2.3 Describe simple ways to stay safe in these environments	L2 2.1 Analyse personal safety risks in familiar and less familiar environments L2 2.2 Explain how and why risks vary across familiar and less familiar environments L2 2.3 Evaluate strategies to stay safe and reduce risk in different environments
LO3 Be able to apply personal safety strategies and support others	L1 3.1 Demonstrate personal safety in a familiar and less familiar situation L1 3.2 Give examples of ways of supporting others to stay safe in a familiar and less familiar situation L1 3.3 Explain how following safety rules help keep themselves and others safe	L2 3.1 Apply personal safety strategies in various familiar and less familiar situations L2 3.2 Demonstrate ways of supporting others to stay safe in a range of familiar and less familiar situations L2 3.3 Review the impact of their actions on keeping others safe

LO4 Be able to plan and justify personal safety actions	L1 4.1 Identify situations where safety planning is needed L1 4.2 Identify at least one safety action to take in these situations L1 4.3 Carry out at least one safety action in these situations L1 4.4 Explain how the actions help reduce risk and keep people safe	L2 4.1 Analyse situations in familiar and less familiar environments to identify potential safety risks L2 4.2 Identify appropriate safety actions for themselves and others L2 4.3 Demonstrate or apply at least two of the identified safety actions L2 4.4 Assess how the actions reduce risk and protect themselves and others
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If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Closely related units that might be delivered alongside Personal safety includes Community participation, Looking after others, Basic first aid, Home management and maintenance, Skills in the natural environment and Fairness and inclusion in the workplace. These units complement each other by developing practical skills in risk awareness, personal responsibility, and supporting others in different environments. In addition, Personal safety links closely to decision-making, problem-solving, and assessing risk, helping learners understand how to protect themselves and others, respond appropriately in unsafe situations, and make informed choices in everyday life and community settings.

There may also be links to other WJEC qualifications including Entry Level 3 / Level 1 Self Development and Wellbeing and GCSE Health and Social Care and Childcare.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of Learning Outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are providing with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1	What personal safety means: • being aware of potential hazards or risks • protecting yourself from harm or danger • recognising unsafe situations and knowing how to respond • understanding personal boundaries and respecting those of others • taking responsibility for your own safety and considering the safety of others • knowing who or where to turn to for help in unsafe situations.

	Ways of keeping safe could include: • following safety rules in different environments (home, school, community, online) • planning ahead to avoid risky situations • using practical safety strategies (for example staying with others, carrying a phone, locking doors) • seeking help from trusted people or services when needed (family, teachers, emergency services) • supporting others to stay safe through guidance or alerting help • evaluating risks and making informed decisions to reduce danger. For Level 1 and 2 learners: Key principles of personal safety could include: • recognising hazards and risks • taking proactive steps to stay safe • making safe, informed decisions • seeking help or support when needed • following rules and safety guidelines • considering the impact of actions on self and others • responding appropriately in emergencies. Different situations or environments could include: • Familiar: home, school or college, local community or neighbourhood • Less familiar: workplace or vocational settings, public spaces (parks, shopping centres, transport hubs), sports or leisure venues.
LO2	Safety hazards could include: • sharp objects or tools • hot surfaces or liquids • traffic and road dangers • fire hazards or electrical risks • extreme weather conditions (heat, cold, storms) • bullying, harassment, or aggressive behaviour • strangers or unsafe people. Different environments include: • home (kitchen, bathroom, stairs, garden) • school, college, or workplace • local community or neighbourhood (streets, parks, shops) • public transport (buses, trains, taxis) • sports, leisure, or recreational venues • countryside, forests, or parks • water environments (pools, lakes, rivers).

	Ways of staying safe could include: • following safety rules and instructions • staying aware of your surroundings • asking for help or guidance when unsure • keeping to safe areas or paths • using safety equipment when needed (for example, helmets, seat belts) • avoiding risky behaviours or unsafe situations • communicating concerns to a trusted adult or authority. For Level 1 and 2 learners: Types of risks in the home, school or college could include: • trips/falls • burns/cuts • bullying • collisions in sport. Types of risks in the community or in natural environments could include: • stranger danger • traffic accidents • theft • drowning • getting lost. Types of risks in online environments such as social media platforms, messaging apps or chat rooms, email or gaming communities: • cyberbullying • scams • inappropriate content • online grooming • identity theft. For strategies to stay safe, see LO1 above.
LO3	Safety rules could include: • household or school rules for equipment and appliances • lock doors and windows • stay with trusted people or groups when moving around • report hazards or unsafe situations to a responsible adult • be aware of emergency exits and procedures • stay aware of surroundings and potential hazards • keep valuables safe and personal information private.

	Ways of supporting others could include: • alerting them to a hazard or unsafe situation • reminding them of safety rules and safe behaviours • offering reassurance and guidance during emergencies • assisting them to use equipment or appliances safely • walking or travelling with someone to ensure safety • intervening safely if someone is in danger (or seeking help immediately) • reporting cyberbullying or inappropriate content • administering basic first aid if trained.
LO4	Situations where safety planning is needed: • familiar environments: home, school, local community • less-familiar environments: workplace, public spaces, leisure venues • online environments: social media, messaging apps, online gaming • emergency or unexpected situations: accidents, fire, illness, extreme weather • group or social situations: events, travel with peers, interacting with strangers. Planning safety actions could include: • identifying potential hazards and risks in the situation • choosing appropriate strategies to reduce or avoid risks • following rules and guidance specific to the environment • planning steps to protect themselves and others • preparing tools or resources if needed (such as phone, first aid kit). For Level 1 and 2 learners: To justifying safety actions: • explain why the chosen actions reduce risk • show understanding of how actions protect themselves and others • reflect on what worked well and what could be improved for next time.

Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- interactive discussion using scenarios to vote for safe or unsafe situations, or to show if actions follow personal safety rules
- visual prompts: showing photos/symbols of environments (home, school, community, transport, outdoors, online) or potential hazards and sorting into 'safe/unsafe' or 'risk present/no risk'

- roleplay: acting out simple scenarios of safe and unsafe situations (crossing roads safely, using water safely, asking for help, responding to peer pressure, reporting an online concern)
- digital tasks: completing an interactive quiz with “What would you do?” safety scenarios (home, community, online, outdoors)
- mock real-world situations: offsite visits or classroom mock-ups (for example, unsafe electric equipment)
- step-by-step demonstrations: how to call emergency services, use a fire extinguisher, or apply basic first aid with scaffolded templates
- simple planning tasks: creating a weekly ‘safety checklist’ at home or school
- comparisons: deciding which behaviour is safer in different situations (such as walking with a friend vs alone).

The following activities would be suitable for use with Level 1 and 2 learners:

- case studies: analysing real-life examples of accidents, unsafe online behaviour, or near-misses; identifying safe vs unsafe actions and discussing what could have been done differently
- research tasks: investigating local safety services, community safety measures, or online safety tools and presenting findings
- comparative tasks: exploring different environments or situations (home vs community, online vs outdoors) and discussing risks and protective strategies
- blog/vlog: keeping a written, audio, or digital journal recording examples of safe and unsafe situations and how they respond
- exploring realistic contexts: planning safety for a small trip, community event, or online activity
- group discussions/debates: identifying safer options in given scenarios and justifying choices
- using charts or tables to map hazards, risks, and actions in different environments (home, public, online)
- roleplay: responding to emergencies, supporting peers, or applying safety strategies in less familiar environments
- presentations: sharing findings, safety plans, or reflections with the class or wider group
- problem-solving tasks: identifying hazards, planning appropriate actions, and justifying decisions
- evaluating consequences: reflecting on how safety choices impact themselves and others, including ethical or social considerations.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner’s level. Learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies, or projects. While evidence may be verbal, written, practical, or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- completed matching worksheets or card sorts
- posters or drawings showing safe behaviours, safety rules, or strategies for staying safe
- annotated hazard or risk charts

- planning sheets or safety checklists
- role-play evidence: photos, video clips, or teacher observation notes (safe actions or responding to unsafe scenarios)
- completed interactive safety quizzes, online scenario tasks, or digital hazard maps
- reflection logs or journals
- teacher-recorded notes on learners' contributions or practical demonstrations
- presentations or summary posters (hazards, risks, or safety actions)
- completed analysis of real or simulated scenarios
- safety action logs.

Experiences

To provide a real-world context you could:

- invite a local police or community safety officer. The officer could explain common safety risks in the community, such as road safety, stranger danger, or antisocial behaviour. Learners could be given example scenarios and, in groups, plan appropriate safety actions to protect themselves and others. The officer can then demonstrate best practices and discuss how community safety initiatives are implemented in real life. Learners could compare their planned actions with the officer's guidance and reflect on effectiveness.
- organise a workshop with a first aid instructor or fire safety trainer. The instructor could present real-life situations such as minor injuries, burns, or small fires. Learners could practice responding safely, planning actions, and supporting others in a controlled scenario. The trainer would provide feedback on correct techniques and explain the consequences of unsafe actions, helping learners understand the importance of following safety procedures.
- visit a local business or public venue. Learners could explore how safety is managed for staff and visitors, including hazard signage, fire exits, and risk assessments. They could work in groups to identify potential hazards and propose strategies to reduce risks in different areas. Staff can share real examples of safety challenges and procedures, allowing learners to compare their suggested actions with real-world practices.

Resources and organisations

Resources required for delivery

This unit has been designed to be delivered using standard classroom environments, supported by access to appropriate practical spaces when demonstrations are required and commonly available resources.

Resources available to support delivery

Fire and Rescue Service	Provides extensive community safety education and has dedicated sections on fire safety at home (cooking, electrical safety, smoke alarms, escape plans), carbon monoxide awareness, and general safety. Can offer school visits or specific educational materials. To find out more, go to: https://www.northwalesfire.gov.wales/ https://www.mawwfire.gov.uk/
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Staywise	Provides curriculum-aligned safety resources such as safety lesson plans, activities and worksheets developed by UK fire and rescue services, police, paramedics, RNLI and the Coastguard, alongside other safety-focused organisations. To find out more, go to: http://www.staywise.co.uk/ http://www.staywise.cymru/
Hwb Cymru – The Spectrum Project	Offers bilingual curriculum linked workshops promoting the importance of healthy relationships whilst raising the awareness of children, young people and adults about the issue of domestic abuse, violence and violence against women. Offers lesson plans, templates and quizzes and provides information for young people on where to access help and support inside and outside of school. To find out more go to: https://spectrumproject.co.uk/tools-for-schools/
NSPCC	Provides valuable safeguarding and child protection resources for schools, including the ‘Talk Relationships’ and ‘Talk PANTS’ resources (for younger children, but principles are transferable to discussions on consent and boundaries). Also offers materials on healthy relationships, online safety, and reporting abuse. To find out more, go to: Safeguarding in schools NSPCC Learning
Carmarthenshire County Council	Provides information and advice on things such as road safety, candle safety, community safety and food safety and hygiene. To find out more, go to: Search results... - Carmarthenshire County Council
Meic Cymru	Meic is the national information, advice, and advocacy helpline for children and young people (0-25) in Wales and is a crucial direct support service for learners. Provides information on a vast array of topics, including personal safety, online issues, abuse, and where to find help. Provides a direct pathway for ‘Reporting & Seeking Help’ and offers information on how to deal with various safety concerns. To find out more, go to: Home Page - Meic
CEOP – Child Exploitation and Online Protection	Thinkuknow – an educational program from CEOP that provides age-appropriate resources for 11–18-year-olds on online safety, exploitation, consent, online grooming, cyberbullying, and how to report concerns. To find out more, go to: Thinkuknow - advice from CEOP - UK Safer Internet Centre

Police Forces Wales – South Wales Police Dyfed-Powys Police North Wales Police Gwent Police	Each police force provides community safety sections on their websites with advice relevant to young people, including personal safety in public, transport safety, drug and alcohol awareness, anti-social behaviour, and reporting crime. To find out more, go to: Home South Wales Police Home Dyfed-Powys Police Home North Wales Police Home Gwent Police
North Wales Fire Service – Water Safety	Provides information to remind learners of the dangers of drowning in rivers, lakes, quarries, and coasts. To find out more, go to: https://www.northwalesfire.gov.wales/keeping-you-safe/in-your-community/water-safety/
Hwb Cymru – Water Safety	RNLI water safety lesson for secondary aged learners - shows learners how to reduce their chances of getting into danger in the water by identifying the hazards and understanding the risks. Teaches learners how to plan for a trip to a waterside location and explores what happens to their bodies in cold water, what to do if they fall in unexpectedly, or if they see someone else in danger. To find out more, go to: Repository – Hwb
Victim Support Cymru	Provides specialist help to victims and witnesses of crime. Their resources can help learners understand the impacts of crime and the importance of reporting and seeking help. They have specific services for young people. To find out more, go to: Wales - Victim Support

Resources required for assessment

Assessment of this unit should not require any specific resources

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

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Any questions or concerns about external content should be directed to the original providers. If you identify any links that are no longer working or are inappropriate, you are encouraged to inform the subject team so they can be reviewed. All information in this publication is accurate at the time of publication.

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