

Exercise for all

Unit delivery and assessment pack



Made for Wales.
Ready for the world.

Contents

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

The pack is structured as follows:

Unit overview	3
Entry Level Learning Outcomes and Assessment Criteria	5
Level 1 and Level 2 Learning Outcomes and Assessment Criteria	7
Delivery guidance	9
Planning courses	9
Amplification of learning outcomes	9
Suggested activities	13
Sources of evidence	14
Experiences	15
Resources and organisations	15
Resources required for delivery	15
Resources available to support delivery	16
Resources required for assessment	17

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	Exercise for all
Suite	Skills for Life
Unit Codes	S610E1 S610E2 S610E3 S610L1 S610L2
GLH	20
Unit Aim	To develop earners' understanding of the benefits of exercise for both physical and mental wellbeing by engaging in a range of indoor and outdoor activities, both individually and collaboratively.
Unit Summary	This unit will support learners to know and understand the mental and physical benefits of exercise. Learners will be supported to understand how to take part in a range of different types of physical activity, and how to set and work towards fitness goals, for themselves and others. At Entry Level, the emphasis is on recognising simple physical activities, understanding that exercise can help the body and mind, following basic safety instructions, and taking part in activities individually or with others. At Levels 1 and 2, the focus shifts towards building confidence and independence in participating in a wider range of indoor and outdoor physical activities. Learners will develop a clearer understanding of the physical and mental benefits of regular exercise, how to exercise safely, and how to work collaboratively with others. They will also begin to set simple fitness goals and reflect on progress for themselves and, where appropriate, support others.
Curriculum for Wales	Areas of learning and experience: This unit supports progress towards the following Health and well-being Statements of what matters: <i>Developing physical health and well-being has lifelong benefits</i>, and <i>Our decision-making impacts on the quality of our lives and the lives of others</i>. Learners will understand how taking part in regular physical activity supports physical health and mental wellbeing and contributes to a healthy lifestyle. They will recognise how their choices around physical activity can impact their own wellbeing and that of others. Integral and cross-curricular skills: Learners will have opportunities to develop their personal effectiveness and planning and organising skills, as well as their literacy and numeracy skills and demonstrate their application through participation in a range of physical activities and reflection on their learning and progress. At Entry Level, learners take part in physical activities, begin to develop personal effectiveness by communicating and working with others, and showing awareness of simple fitness goals. At Levels 1 and 2,

learners demonstrate increased personal responsibility, communicate effectively with others, and review their progress, identifying ways to improve performance. Learners use numeracy skills to measure, compare and evaluate progress in practical contexts.

Cross-cutting themes: The unit addresses the cross-cutting theme of Diversity, supporting learners to recognise and respect individual differences, abilities and needs when taking part in physical activity, and to value inclusion and fair participation. Careers and work-related experiences are explored through understanding roles linked to physical activity and health and fitness, such as teamwork, leadership and responsibility, helping learners recognise transferable skills relevant to future learning and employment. Relationships and sexuality education (RSE) is supported by encouraging positive relationships, communication, cooperation and respect for personal boundaries during physical activity.

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 the benefits of physical activity	E1 1.1 Name an example of physical activity. E1 1.2 Point out one way that physical activity can help the body. E1 1.3 Point out one way that physical activity can help the mind.	E2 1.1 Give two examples of physical activity and a feature of each. E2 1.2 State two ways that physical activity can benefit physical health. E2 1.3 State two ways that physical activity can benefit mental health.	E3 1.1 Give a description of three different examples of physical activity. E3 1.2 Give three examples of the benefits of regular physical activity. E3 1.3 Give a description of the mental or emotional benefits of regular physical activity.
LO2 Be able to take part in physical activities safely	E1 2.1 Take part in a simple physical activity with support. E1 2.2 Follow basic instructions during physical activity.	E2 2.1 Take part in two physical activities, following instructions. E2 2.2 Apply basic safety rules when taking part in physical activity. E2 2.3 Use appropriate clothing or equipment with support.	E3 2.1 Take part in different physical activities, demonstrating knowledge of the rules. E3 2.2 Follow safety rules and instructions to participate safely in physical activities. E3 2.3 Select appropriate clothing and equipment for physical activity. E3 2.4 Recognise when to stop or ask for help during physical activity.

LO3 Be able to work with others during physical activity	E1 3.1 Take part in a physical activity with others, with support. E1 3.2 Follow simple rules when taking part in a physical activity with others. E1 3.3 Show one thing that the team or group did well.	E2 3.1 Take part in a physical activity with others, carrying out assigned activity (such as catcher, runner or batter). E2 3.2 Follow rules and instructions during a group physical activity or game. E2 3.3 Recognise two things that went well during a physical activity or game with others.	E3 3.1 Take part in a physical activity with others in a cooperative way. E3 3.2 Follow rules and instructions during group physical activities or games. E3 3.3 Give examples of things that went well for the team or group during physical activities or games.
LO4 Be able to set and work towards simple fitness goals	E1 4.1 Identify a simple fitness goal with support. E1 4.2 Take part in an activity linked to their fitness goal.	E2 4.1 Identify a simple personal fitness goal. E2 4.2 Take part in an activity that supports their fitness goal. E2 4.3 Comment on progress towards their fitness goal.	E3 4.1 Set a simple fitness goal. E2 4.2 Take part in activities that support their fitness goal. E3 4.3 Review progress towards their fitness goal and identify one area for improvement.

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 Understand the benefits of physical activity	L1 1.1 Identify different types of physical activity and describe how they differ in terms of intensity, skills or setting. L1 1.3 Describe the physical benefits of taking part in regular physical activity. L1 1.4 Describe the mental and emotional benefits of taking part in regular physical activity.	L2 1.1 Explain how a range of physical activities vary in terms of intensity, skills required and purpose. L2 1.2 Explain the short-term and long-term physical benefits of taking part in regular physical activity. L2 1.3 Explain the mental, emotional and social benefits of taking part in regular physical activity.
LO2 Be able to take part in a range of physical activities	L1 2.1 Take part in a range of physical activities, following instructions and guidance. L1 2.2 Select and use appropriate clothing and equipment for different physical activities. L1 2.3 Follow safety instructions during physical activity.	L2 2.1 Take part in a range of physical activities safely and independently. L2 2.2 Select and use appropriate clothing and equipment for different physical activities. L2 2.3 Apply safety rules independently during physical activity to minimise risk and prevent injury. L2 2.4 Demonstrate responsibility for their own safety and the safety of others during physical activity.

LO3 Be able to work cooperatively with others during physical activity	L1 3.1 Take part in physical activity as part of a group. L1 3.2 Follow rules and instructions and an awareness of others during group physical activities. L1 3.3 Demonstrate cooperation, positive communication, and appropriate behaviour when working with others.	L2 3.1 Take part in a range of physical activities as part of a group or team. L2 3.2 Apply rules and demonstrate teamwork during group physical activities. L2 3.3 Support, encourage, and respond appropriately to others during group physical activities.
LO4 Be able to set and work towards fitness goals	L1 4.1 Set a realistic personal fitness goal. L1 4.2 Select and take part in activities to work towards their fitness goal. L1 4.3 Review progress towards their fitness goal and identify two areas for improvement.	L2 4.1 Set realistic and achievable fitness goals. L2 4.2 Plan and take part in activities to work towards fitness goals. L2 4.3 Review progress and identify ways to improve performance.

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 Exercise for all include Healthy lifestyle, Mental health and wellbeing, Teamwork, Personal safety and Healthy relationships, as they all support learners' understanding of how physical activity contributes to overall health, confidence and wellbeing. Healthy lifestyle reinforces the physical and nutritional aspects of exercise, the Mental health and wellbeing unit highlights the emotional benefits of movement, Teamwork and Healthy relationships develop cooperation, communication and social skills in group activities, and Personal safety ensures learners understand how to exercise safely and responsibly. The Personal development planning and Building a growth mindset units also complement Exercise for all by supporting learners to set and work towards personal fitness goals, reflect on their progress, overcome challenges, develop resilience, and build confidence in their abilities.

There may also be links to other WJEC qualifications, including Entry Pathways Healthy Living and Fitness, the Level 1/2 Vocational Award in Sport and Coaching Principles, the Work-Related Foundation Qualification in Sport and Leisure, the VCSE in Sport and Leisure, and GCSE Physical Education.

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 provided 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	Different examples of physical activity can include: • team sports • yoga • circuits • skipping

- walking
- jogging
- dancing
- stretching
- throwing and catching.

Physical benefits of these activities:

- being healthy, strong and fit
- raising the heart rate
- improving strength and flexibility
- weight changes
- improved sleep and energy levels.

Mental or emotional benefits:

- feeling happy and calm
- fun and social connections
- teamwork
- builds confidence
- motivation and enjoyment.

For Level 1 and 2 Learners:

Types of physical activity can include:

- team sports
- yoga and stretching
- circuits and fitness training
- outdoor pursuits
- aquatic pursuits, such as swimming and diving
- walking, jogging, running
- dance and movement activities.

Different types of physical activity can be described in terms of:

- **Intensity**
low intensity: walking, stretching, yoga
moderate intensity: cycling, jogging, dancing, swimming
high intensity: running, football, basketball, circuits.
- **Skills required**
coordination and balance: gymnastics, yoga, dance, trampolining
strength: weightlifting, resistance training, climbing
speed and agility: sprinting, football, basketball, tennis
endurance / stamina: running, cycling, rowing, swimming.
- **Setting / Environment**
indoor: gym, sports hall, dance studio, swimming pool
outdoor: fields, parks, playgrounds, cycling paths, tracks
adapted / inclusive settings: chair-based exercise, disability sports (such as boccia, seated volleyball)
solo vs group: jogging individually vs team sports like football or basketball.

	Physical benefits: • raising heart rate and cardiovascular fitness • effects on muscles, bones and joints • improved organ function strength, flexibility and endurance development. Mental, emotional and social benefits: • feeling mentally well • emotional regulation and empathy • confidence and competence • self-reflection and awareness • reduced stress or worry.
LO2	Taking part in physical activities safely can include: • physical activities like marching, stretching, basic ball games, or indoor activities like dancing, yoga, or stretching routines • following instructions and guidance (verbal, visual, or gestural) during activities, for example, stop, start, go, jump, spin, roll, pick up, throw • using equipment safely, such as soft balls, bean bags, mats, resistance bands, cones, hoops, ribbons, for throwing, rolling, passing, twirling, dribbling or kicking • following basic safety rules to reduce the risk of injury, for example moving carefully, staying in space, warming up, and using equipment correctly • use appropriate clothing or equipment • recognise when to stop, rest, or ask for help if feeling unwell or unsure. For Level 1 and 2 Learners: Taking part in a range of physical activities can include: • physical activities such as competitive sports, gym-based exercises, swimming, dance, yoga, circuits, resistance training, and outdoor activities like walking, running, cycling, and ball games • following and leading activity rules and routines, including warm-ups, cool-downs, timing, staying in correct zones, taking turns, and listening to teammates, partners, or referees • using appropriate clothing and equipment safely and effectively for different activities (balls, mats, hoops, weights, resistance bands, fitness machines, adaptive equipment) • applying safety rules and safe practices, including checking equipment, monitoring personal space, using correct technique, warming up/cooling down, and adapting exercises to reduce risk of injury • taking responsibility for own safety and the safety of others, for example, spotting peers, following rules, and adjusting for environmental conditions or participant ability knowing importance of rules and safe practice such as fairness, injury prevention, respecting physical boundaries.

LO3

Working with others during physical activity can include:

- group activities such as follow-the-leader, circle time, parachute games, obstacle courses, circuit stations, building tasks, or paired exercises
- structured games with simple rules, such as rolling a ball, passing objects, swapping zones, relay races, “keep it up,” “clean the house,” or beanbag tossing, using both fast- and slow-moving objects like balls or balloons
- demonstrating basic cooperation and social skills, including patience, waiting turns, following fair rules, listening, encouraging peers, and sharing equipment
- being helpful when working with others, for example holding items, assisting peers, or supporting team tasks, while modelling positive interaction
- participating in group exercises and games such as football, dance, or team-based movement activities
- responding to and following simple reward systems, such as stickers, awards, medals, or trophies, to reinforce good sportsmanship and positive behaviour
- using praise, encouragement, and sportsmanship language to support others and maintain a positive, cooperative atmosphere.

For Level 1 and 2 Learners:

Working cooperatively with others during physical activity can include:

- taking part in a range of group and team-based physical activities, such as football, netball, basketball, badminton, dance, fitness circuits or outdoor pursuits
- following rules, instructions and routines during group activities, showing awareness of others by taking turns, sharing space and equipment, and respecting boundaries
- demonstrating cooperation and teamwork, including working towards shared goals, contributing fairly to group tasks, and supporting team performance
- using positive communication during physical activity, such as giving encouragement, listening to teammates, responding appropriately to feedback, and using respectful language
- applying team roles and responsibilities where appropriate (such as captain, defender, timekeeper, leader, equipment monitor)
- supporting and encouraging others, recognising effort as well as ability, and adapting behaviour to include all participants responding appropriately to challenges or disagreements during activities, showing sportsmanship, self-control and problem-solving skills.

LO4

Setting and working towards fitness goals could include:

- agreeing a simple personal fitness goal with support, prompts or choices (for example 'move more', 'get stronger', 'feel calmer', 'improve balance')
- using visual, verbal or practical supports to understand goals and activities, such as symbols, pictures, demonstrations, timers or simple trackers
- recognising progress, for example feeling less tired, moving for longer, enjoying the activity more, or completing an activity with less support
- sharing simple reflections on progress using emotions, symbols, words or discussion (such as 'I feel proud', 'It was easier today')
- developing awareness that fitness goals can be influenced by everyday factors, such as rest, hydration, food, routines or health needs.

For Level 1 and 2 Learners:

Setting and working towards fitness goals could include:

- setting realistic, personal fitness goals, including short-term goals, using guidance such as SMART targets (for example improving stamina, strength, flexibility, balance or wellbeing)
- using planning and monitoring tools such as goal trackers, fitness apps, spreadsheets, diaries or wearable technology to record activity and progress
- reviewing progress independently identifying what is going well and what could be improved to enhance performance or motivation
- identifying and explaining changes in fitness, performance or wellbeing, using descriptions of effort, enjoyment, challenge, recovery or confidence
- evaluating wider influences on fitness goals, such as social media, diet, hydration, rest, cultural or religious practices, illness, medication or family lifestyle
- reflecting on motivation, barriers and strategies for sustaining physical activity, including adapting goals due to injury, pain management or changing circumstances.

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:

- guided activities to support recognition of different types of physical activity and their effects on the body and mind (such as simple warm-ups, stretches and movement games)
- sorting pictures, photographs, symbols or words to identify indoor and outdoor activities, and individual and group exercises

- labelling parts of the body that benefit from physical activity
- using emojis, symbols or simple feelings scales to indicate how learners feel before and after physical activity
- using a timer or countdown to take part in safe, space-appropriate activities (such as marching on the spot, stretching, squatting or light aerobic movements)
- matching physical activity equipment to its name, function and safe use (such as balls, cones, hoops, mats)
- parachute games or circle activities to practise following instructions, turn-taking and moving cooperatively with others
- mini obstacle courses using cones, hoops, nets and balance beams, completed in response to visual or verbal instructions
- team relay games or turn-taking activities to practise following simple rules and working with others
- taking part in simple sports activities, such as tennis or badminton skills, football drills or swimming sessions, while following basic rules and safety guidance
- paired or small-group activities to develop basic communication skills, such as listening, responding to cues and encouraging others.

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

- participating in a range of sports and physical activities
- comparing different types of physical activity and their physical, mental and social benefits through discussion and written or visual tasks
- planning personal and group fitness goals, including peer support and feedback
- creating web diagrams, posters or digital presentations linking types of activity to mental and physical benefits
- designing and following workout plans, including structured warm-ups and cool-downs
- using SMART goal setting and simple tracking tools (for example charts, logs, apps) to monitor progress towards a fitness goal
- exploring safety rules and risk awareness through questioning, discussion and scenario-based activities
- comparing indoor and outdoor environments for exercise, and evaluating solo, small group and large group activities
- taking on an assigned role within a team game (such as football, netball, capture the flag), such as defender, captain or timekeeper, and reflecting on responsibilities
- leading a fitness routine, warm-up, cool-down or short physical activity
- using debriefs and questioning to describe, explain and compare activities, benefits and performance
- developing skills through regular practice and repetition of routines to improve technique, confidence and endurance.

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 roleplay, case studies, or projects. Whilst 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 the meeting of standards, not on 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
 - written worksheets, quizzes or short-answer tasks
 - annotated photographs or video clips of learners taking part in physical activities
 - teacher observation sheets or checklists
 - learner journals or logbooks recording activities, fitness goals and personal reflections
 - progress tracking charts showing effort, repetition or improvements
 - peer and self-assessment records to indicate performance
 - audio or video recordings of learners explaining a warm-up, activity or cool-down
 - group posters, leaflets or presentations (physical activities and links to benefits)
 - observation notes or peer/teacher feedback (group activities – communication)
- learner reflection sheets (following rules, working with others, fitness goals).

Experiences

To provide a real-world context you could:

- invite a fitness professional, sports coach or activity leader to demonstrate a range of safe warm-up, exercise and cool-down activities and discuss how physical activity supports physical and mental wellbeing. Learners could observe the demonstration and make simple notes, complete a checklist, or identify key safety points. Working individually or in groups, learners could practise selected activities under supervision, focusing on correct technique, effort and teamwork. Learners could then reflect on the experience by sharing one benefit of the activity and one way they could include exercise in their everyday life.
- organise participation in disability sports, such as boccia or seated volleyball, to promote inclusion and awareness of different abilities in physical activity. Learners could try adapted activities, discuss how rules or equipment have been modified, and reflect on the importance of accessibility and teamwork. Learners could then identify how inclusive activities support confidence, cooperation and respect for others.
- arrange a visit to a local stadium, gym, leisure centre or training ground to explore how physical activity skills relate to careers and the workplace. Learners could prepare questions in advance about job roles, training routines, safety procedures and teamwork. During the visit, learners could observe or take part in simple activities, identify equipment used and discuss how physical fitness, communication and goal setting are important in different roles. Learners could then reflect on new knowledge gained and consider how physical activity links to future learning or employment opportunities.

Resources and organisations

Resources required for delivery

Centres may need access to basic sports equipment, accessible indoor/outdoor activity space, and optional adapted equipment for inclusion. These resources support safe, inclusive participation and simple goalsetting, enabling learners to demonstrate understanding of exercise benefits and principles.

Resources available to support delivery

Youth Sports Trust	A UK charity focused on improving young people's wellbeing through sport and physical activity, which offers: - resources for PE, physical literacy, and inclusive sport scenario-based videos demonstrating emergency responses - programmes such as <i>Active in Mind</i>, <i>Girls Active</i>, and <i>My Personal Best</i> - downloadable lesson plans, activity cards, and teacher training - inclusive materials for students with additional learning needs - support for schools working toward Whole School Physical Activity strategies. To find out more, go to: https://www.youthsporttrust.org
Sport Wales / Chwaraeon Cymru	The national organisation responsible for developing and promoting sport and physical activity across Wales. Provides: - Welsh-specific resources for promoting sport in schools - offers advice on inclusive participation, coaching, and local opportunities - supports schools in developing physical activity action plans - helps with community sport partnerships and access to local facilities - features real-life stories and case studies to inspire learners. To find out more, go to: https://www.sport.wales
The Sustainability Academy	Provides curriculum-aligned resources to promote sustainability, circular economy and climate education, including a resource on good health and wellbeing, and offers teaching tools such as lesson plans, activity packs and conceptual frameworks for key stages 2-4. To find out more, go to: www.thesustainabilityacademy.co.uk
PE Scholar	An online platform supporting PE teachers with up-to-date research, resources, and best practice in physical education, and offers: - a bank of free downloadable lesson plans, fitness tasks, and curriculum resources - articles on assessment, inclusion, and teaching strategies in PE - professional development resources and community forums for sharing ideas - ideas for cross-curricular delivery (such as science, health, wellbeing). To find out more, go to: https://www.pescholar.com

Change4Life (NHS – now part of Better Health)	Run by the NHS, this site offers practical, accessible resources to promote daily movement and healthy lifestyle habits, and offers: • downloadable activity packs, posters, and challenge cards • ideas for low-cost, simple physical activities for different age groups • resources to support healthy eating and exercise education. Although family-focused, many resources are classroom-friendly for PSHE and Wellbeing lessons. To find out more, go to: https://www.nhs.uk/healthier-families
NHS Healthy Living (Live Well UK)	Provides practical guidance on healthy eating, physical activity, sleep and everyday wellbeing choices. To find out more, go to: Healthy living - NHS
BBC Teach – Super Movers	A BBC initiative offering free videos that combine movement with learning – originally aimed at primary but adaptable for KS3 and inclusion groups. Provides: • fun and energetic movement videos tied to subjects like maths and English. Useful for warm-ups, brain breaks, or movement integration in lessons. No equipment or PE kit needed – ideal for classroom settings. To find out more, go to: https://www.bbc.co.uk/teach/supermovers
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

Resources required for assessment

Assessment of this unit should not require any additional resources to those required for delivery.

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.

We do not produce, maintain or control the external materials, and therefore cannot ensure their ongoing accuracy, availability or suitability, as content may change without notice.

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.

© WJEC CBAC Limited 2026.