

Healthy relationships

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.

The pack is structured as follows:

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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	Healthy relationships
Suite	Skills for Life
Unit Codes	S615E1 S615E2 S615E3 S615L1 S615L2
GLH	20
Unit Aim	Develop learners' knowledge and skills to form positive relationships based upon trust and mutual respect in different contexts and settings, including personal and the wider community, respecting the needs and values of others.
Unit Summary	This unit helps learners recognise what makes relationships healthy and why they matter for wellbeing. It introduces key skills such as listening, and conflict resolution, and explores the importance of inclusion, respect, and kindness. Learners will identify signs of unkind or unsafe behaviours and consider how to respond if a relationship becomes unkind or unsafe. The unit supports learners to build safe, respectful, and supportive connections in different areas of life.
Curriculum for Wales	Areas of learning and experience: This unit supports progress towards the Health and well-being statements of what matters: <i>Healthy relationships are fundamental to our well-being</i>, and <i>Our decision-making impacts on the quality of our lives and the lives of others</i>. Learners explore what makes relationships safe, respectful, and supportive, and how these contribute to positive wellbeing. They also consider how choices, such as how they communicate, set boundaries, or handle conflict, affect both themselves and those around them, helping them make informed decisions that build healthy, positive connections. Integral and cross-curricular skills: Learners will have opportunities to strengthen their Personal effectiveness by practising empathy and inclusion in group activities. At Entry Level, learners will practise recognising behaviours that show kindness, respect, and safety, and take part in simple role-play to show how to respond in positive ways. At Level 1 and 2, learners will analyse healthy and unhealthy relationship behaviours, apply Critical thinking and problem-solving to real-life scenarios, and reflect on how to make safe, informed decisions. They develop Planning and organising skills through collaborative tasks and build Literacy and Digital competence through discussion, reflective writing, and exploring scenarios using digital tools. Learners will also develop ideas for maintaining positive relationships and resolving conflicts which links to Creativity and innovation.

Cross-cutting themes: Relationships and sexuality education is central to this unit, as learners develop empathy, explore their own feelings, and gain insight into the perspectives of others. They will learn about respect, consent, healthy communication, and the importance of safe, positive relationships. Examples and activities will help learners understand different types of relationships and how to respond appropriately to challenges. Human Rights **are supported as** this unit highlights every learner's right to safety, respect, dignity, and inclusion. Activities will demonstrate the importance of fairness, equality, and the responsibilities we share in protecting the rights of others. Learners will connect these principles to real-life situations, such as respecting boundaries, challenging harmful behaviour, and recognising when support is needed. Diversity is promoted as learners will explore how differences enrich relationships and communities, while also developing the confidence to challenge stereotypes and discrimination. Through inclusive activities, they will practise respect, active listening, and empathy, building a positive understanding of diversity and its role in healthy, supportive 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 what makes a healthy or unhealthy relationship	E1 1.1 Name at least one type of relationship. E1 1.2 Name one thing that makes a relationship healthy. E1 1.3 Point out one sign of an unhealthy relationship.	E2 1.1 Label different types of relationships. E2 1.2 Give a statement about what makes a healthy relationship. E2 1.3 Point out at least two signs of an unhealthy relationship.	E3 1.1 Give examples of different types of relationships. E3 1.2 Give a description of what makes a healthy relationship. E3 1.3 Give examples of three warning signs of an unhealthy relationship.
LO2 Know that people have different needs and values and know how to treat them with respect	E1 2.1 Point out two ways people can be different. E1 2.2 Indicate what respect means (using images).	E2 2.1 Match different people to their needs and values. E2 2.2 Give an example of how to show respect for people's differences.	E3 2.1 Identify their own values and explain how other people's values might differ. E3 2.2 Give at least two examples of how to show respect for people's differences. E3 2.3 Give a description of what inclusion means.

LO3 Be able to take actions to develop positive relationships	E1 3.1 Name two actions that can help to develop a positive relationship. E1 3.2 Show one way to be friendly or to listen to someone.	E2 3.1 Give a statement about how to start or maintain a positive relationship. E2 3.2 Select two actions that help encourage positive relationships. E2 3.3 Demonstrate positive behaviour (such as active listening or saying sorry) in a short role-play.	E3 3.1 Give a description of ways to develop and maintain positive relationships in a particular context. E3 3.2 Give examples of actions that can help to build strong relationships. E3 3.3 Demonstrate different relationship skills (such as using RASA listening - Receive, Appreciate, Summarise and Ask or an 'I' statement) in a role-play. E3 3.4 Reflect on how the actions or skills demonstrated help with building positive relationships.
LO4 Know what to do if a relationship feels unsafe, unfair or uncomfortable	E1 4.1 Point out something that can make a relationship feel unsafe, unfair or uncomfortable. E1 4.2 Give a list of trusted people to turn to if something feels wrong. E1 4.3 Show (from a set of examples) how to ask for help. E1 4.4 Show (from a set of examples) how to say 'no' to something.	E2 4.1 Indicate situations that might make a relationship feel unsafe, unfair or uncomfortable. E2 4.2 Recognise at least one step to take if a relationship feels unsafe, unfair or uncomfortable. E2 4.3 Select a trusted person you could ask for help based on a particular situation or context. E2 4.4 Give one or two ways to say 'no' to things that make you feel uncomfortable.	E3 4.1 Give a description of what might make a relationship feel unsafe, unfair or uncomfortable. E3 4.2 Suggest different steps to take if a relationship feels unsafe, unfair or uncomfortable. E3 4.3 Demonstrate asking for help in a short role-play. E3 4.4 Give examples of three ways you could say 'no' to things that make you feel uncomfortable.

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 qualities of healthy and unhealthy relationships	L1 1.1 Describe three qualities of a healthy relationship. L1 1.2 Indicate two qualities of an unhealthy relationship. L1 1.3 Outline how a healthy relationship can affect wellbeing. L1 1.4 Describe what mutual respect is and why it is important in a healthy relationship.	L2 1.1 Explain three differences between healthy and unhealthy relationships, giving examples. L2 1.2 Evaluate how an unhealthy relationship can affect thoughts, feelings and behaviour. L2 1.3 Explain why mutual respect, trust, and communication are important in a healthy relationship.
LO2 Understand the importance of respecting others in different contexts	L1 2.1 Describe what inclusion means in two different types of relationships. L1 2.2 Identify three ways to show respect and inclusion of others in everyday situation. L1 2.3 Explain why it is important to be inclusive and respectful of differences in healthy relationships.	L2 3.1 Explain how two inclusive behaviours help build strong and respectful relationships. L2 3.2 Reflect on two ways to challenge unfairness or exclusion in a relationship. L2 3.3 Explain how respectful behaviour can be adapted in different contexts (for example home, education, workplace or community).

LO3 Understand how to build and maintain a positive relationship	L1 3.1 Describe two skills that could help build a positive relationship with others. L1 3.2 Explain two behaviours for maintaining a positive relationship. L1 3.3 Suggest how these skills can be applied in a personal relationship.	L2 2.1 Discuss examples of different skills and behaviours that are important for building a positive relationship. L2 2.2 Demonstrate two behaviours for maintaining a healthy relationship and explain how they support personal and social wellbeing. L2 2.3 Explain how positive relationship-building skills can be adapted in different contexts (for example friendships, family, work or community).
LO4 Be able to recognise and respond to unhealthy or unsafe relationships	L1 4.1 Describe signs that a relationship may be unhealthy or unsafe and give examples of ways to assert yourself or say no in these situations. L1 4.2 Identify safe actions to take if a relationship feels wrong, including ways to set boundaries. L1 4.3 Show how to ask a trusted person for help if a relationship feels unsafe or unhealthy by discussing key factors or giving a range of appropriate details.	L2 4.1 Recognise harmful behaviours in relationships and give examples from scenarios or media, including actions someone could take to assert themselves. L2 4.2 Describe the possible impact of harmful relationships on wellbeing and reflect on how assertive actions could support wellbeing. L2 4.3 Reflect on safe and respectful actions to take if you or someone else needs support, including who to contact and how, and discuss why assertiveness and boundary setting are important.

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 Healthy relationships include Looking after others, Teamwork, Mental health and wellbeing, Personal safety, Online safety, Equality, diversity and inclusion, Understanding self and others, Fairness and inclusion in the workplace and Wellbeing and work. These units complement each other by reinforcing key knowledge, skills, and behaviours that support positive interactions and personal development. They help learners understand how to form and maintain safe, respectful relationships, work effectively with others, recognise and respond to risks, and promote wellbeing in a variety of personal, social, and work-related contexts. By integrating themes such as respect, inclusion, mental health, and personal safety, learners can develop a holistic understanding of how their actions impact themselves and others, and how to contribute positively to different communities and environments.

There may also be links to other WJEC qualifications including 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 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	Types of relationships include: • family, such as parent-child, siblings • friendships • romantic / intimate – partners, dating relationships • work / school – colleagues, peers, teachers, supervisors • social – neighbours, classmates, club members • online / digital – connections through social media or gaming.

	Healthy relationships include: • respect and kindness • trust and honesty • listening and good communication • support during good and bad times • equal say and shared decision-making • feeling safe and valued. Unhealthy relationships may include the following behaviours: • pressure to do things you don't want to do • controlling, jealous or hurtful behaviour • being ignored, manipulated or threatened • not being listened to or believed • feeling scared, ashamed or unsafe. For Level 1 and 2 learners: Differences between healthy and unhealthy relationships: • healthy relationships are built on mutual trust, equality, and shared respect, even when people are different • conflicts and disagreements can occur in healthy relationships, but in unhealthy relationships, there may be power imbalance, control, pressure, or lack of empathy • relationships can change - what starts healthy can become unhealthy, and vice versa - important to recognise these signs. Healthy relationships are based on: • respect • trust • equality • good communication. Unhealthy relationships show: • control • disrespect • imbalance.
LO2	Differences can include: • looks • language • race • culture • religion • abilities (such as neurodivergent or disabled) • identities (for example personal pronouns or gender identity) • family structures (such as foster families, same-gender parents, multi-generational homes).

	Being respectful and inclusive means: • listening to others • being kind to people who are different from you • not judging or making fun of people • making sure no one feels left out • welcoming people who are different from you • being kind and fair to everyone • respecting what makes each person unique. What inclusion means: • accepting and valuing people's differences • treating others fairly, regardless of background, ability, gender, or beliefs • avoiding behaviours that exclude or isolate others • using inclusive language (such as respectful names, pronouns). For Level 1 and 2 Learners: What inclusion means: • using inclusive language, inviting others in or celebrating differences • inclusion strengthens communities, reduces prejudice and supports wellbeing • respectful relationships - recognising unfairness and knowing how to challenge exclusion safely. Ways to challenge unfairness or exclusion: • speaking up or politely challenging behaviour that is unfair or excludes others • supporting someone who is being left out or treated unfairly • reporting or telling a trusted adult if unsafe behaviour occurs • encouraging others to be inclusive and respectful.
LO3	Positive behaviours in relationships include: • being kind and saying nice things • listening when someone is talking • saying please, thank you and sorry when needed • including others and showing respect of differences • asking how someone is feeling • giving people time and space when they need it. Actions to develop positive relationships include: • talking and spending time together • helping each other • being honest and keeping promises • respecting personal space and privacy • forgiving small mistakes • being there for someone during difficult times • celebrating good news together • asking questions if you don't understand.

	For Level 1 and 2 Learners: Skills to build positive relationships include: • recognising and valuing differences in others (such as culture, beliefs, communication style) • showing emotional intelligence - being aware of others' feelings • setting healthy boundaries and respecting those of others • communicating with clarity and kindness, even in disagreements. Positive relationship-building can be adapted as follows: • adjusting communication style depending on the relationship • listening actively and showing empathy • using inclusive language and being respectful of differences • recognising what works best in each context to maintain trust and respect. Skills to maintain positive relationships include: • investing time and effort - trust is built over time • reflecting on own behaviour and how it affects others • managing conflict respectfully, without blaming or shaming • knowing that all relationships take work but also need balance.
LO4	Things that can make a relationship feel unsafe: • being shouted at, made fun of, or left out • being pressured to do something that feels wrong or uncomfortable • feeling scared, anxious, or confused around someone • not being allowed to say how you feel • being touched in ways you don't like or without permission • being threatened, lied to, or manipulated. What to do if you feel unsafe: • talk to someone you trust (for example, a parent, carer, teacher, support worker) • use child-friendly services (as appropriate, such as Childline) • walk away if you feel unsafe and it's safe to do so • check in if you think someone else might not be OK. For Level 1 and 2 Learners: Harmful behaviours can include: • emotional harm (manipulation, gaslighting, humiliation) • physical harm (violence, threats, unwanted touch) • controlling behaviours (jealousy, isolation, constant monitoring) • online harm (cyberbullying, blackmail, image sharing) • cultural, gendered, or systemic patterns of coercion.

	Harmful relationships can impact the following: • emotional wellbeing, including feeling isolated, unhappy or overwhelmed • physical wellbeing, for example through poor sleep, tiredness, or illness caused by stress.
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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:

- sorting picture cards into 'healthy' or 'unhealthy' behaviours (for example sharing vs. shouting)
- group activity – building a 'healthy relationship tree' by adding leaves showing positive behaviours
- group discussion – discussing simple scenarios and identifying what makes them healthy or unhealthy
- listening pairs game – one learner speaks while the other shows active listening
- role-play – practising using kind words or simple apologies (such as "I'm sorry for...")
- creating a 'friendship recipe' with key ingredients such as respect, honesty, and time
- identity activity – drawing a self-portrait and sharing one thing that makes them unique
- sorting activity – matching pictures of different families, cultures, or abilities with words like *respect* and *kindness*
- scenario cards – discussing how to include someone who feels left out
- drawing a list of trusted adults that learners can go to for help
- role-play – practising saying 'no' and asking for help using scripts or prompts
- scenario cards – identifying when to ask for help and who to go to.

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

- a poster or brainstorming task – identifying and presenting qualities of healthy and unhealthy relationships (for example a poster or two-column class brainstorm)
- case study analysis – analysing short case studies (home, school, online) to identify healthy and unhealthy patterns
- writing a short reflection or journal entry about a positive relationship learners value and why it is healthy
- in pairs, practising active listening (such as RASA: Receive, Appreciate, Summarise and Ask) and giving each other feedback
- scenario-based task – applying conflict-resolution strategies to a given scenario and reflecting on the outcome
- reflection task – describing a boundary that learners have set (or could set) in a relationship and explaining why it helps
- case studies – exploring examples involving difference (for example culture, disability) and explaining how inclusion can be shown
- discussing or writing about why respecting differences is important and how unfairness or exclusion can be challenged

- designing a campaign poster promoting inclusion and diversity in school or the wider community
- analysing unsafe relationship scenarios and identifying safe and appropriate actions
- role-play and reflection – asking a trusted adult for help and reflect on how this felt
- evaluative task – learners explaining how they would respond if they or a friend experienced harmful behaviour, including who to contact and why.

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 card sort or matching activity (for example, healthy vs unhealthy behaviours)
- annotated scenario worksheets identifying positive, unhealthy, or unsafe relationship behaviours
- posters, drawings, or collages showing qualities of healthy relationships (such as trust, respect, kindness)
- relationship tree, friendship recipe, or mind map demonstrating ways to build and maintain positive relationships
- reflection logs, journals, or supported written responses about personal relationships, inclusion, or boundaries
- tutor observation records from discussions, group work, and role-play activities
- evidence from role-play or practical demonstrations (such as active listening, asking for help, setting boundaries)
- trusted people lists or diagrams showing who learners could contact if a relationship feels unsafe
- short written or verbal explanations (recorded by the tutor) describing how to respond to unsafe or uncomfortable situations
- group presentations, discussion notes, or summary posters exploring respect, inclusion, or diversity
- campaign or awareness materials promoting healthy relationships, inclusion, or safety
- peer or self-assessment checklists (where appropriate) reflecting on communication and relationship skills
- digital portfolios and evidence produced using total communication approaches (for example, AAC, sign language/Makaton, symbols, aided language displays, or communication aid outputs), particularly at Entry Levels 1–3.

Experiences

To provide a real-world context you could invite:

- a local youth worker or school counsellor to discuss strategies for building and maintaining positive friendships. Learners could participate in group activities where they identify examples of trust, respect, and communication in real-life situations. They could role-play scenarios such as resolving disagreements or supporting a friend, then reflect on how the skills demonstrated help develop positive relationships. The youth worker

can provide real examples and feedback, highlighting challenges young people face in friendships and safe ways to respond.

- a community diversity or inclusion officer to talk about promoting equality and respect in local schools or community groups. Learners could explore case studies of exclusion or unfair treatment and suggest strategies to be inclusive or challenge unfair behaviour. They could create a simple campaign poster or presentation promoting inclusion, then compare their ideas with initiatives already in place in the community. This helps learners connect classroom learning with real-world actions that foster respectful relationships.
- a safeguarding officer, mentor, or local support service representative to discuss recognising unhealthy or unsafe relationships and how to seek help. Learners could work in small groups to identify signs of harmful behaviours in provided scenarios and practise asking for help using scripts or role-play. The visitor can share real examples of how individuals accessed support, enabling learners to see how theory is applied safely in real situations and reinforcing the importance of trusted adults and safe responses.
- a peer mentor or student ambassador to lead a session on conflict resolution and communication skills. Learners could participate in paired or group activities, practising listening, negotiating, and setting boundaries in everyday situations. The mentor could share personal experiences or examples from school life, allowing learners to discuss what worked, what was challenging, and how these skills can support positive relationships in a variety of contexts.

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

NSPCC - Childline	Provides lesson plans and case studies focusing on respect, inclusion, and responding to unhealthy or exclusionary behaviours among peers. To find out more, go to: Childline NSPCC
Anti-Bullying Alliance	Offers child-friendly tools and activities, short films, and guidance on recognizing safe and unsafe relationship behaviours and how to seek help. To find out more, go to: Anti-Bullying Alliance
Healthy Child Wales Programme – RSE (Welsh Government)	Outlines guidance on teaching respectful, rights-based relationships in line with the Welsh RSE Code, including age-appropriate approaches to consent and diversity. To find out more, go to: Healthy Child Wales Programme GOV.WALES
Hwb Cymru	Provides information on relationships and sexuality education (RSE). To find out more, go to: Overview - Relationships and sexuality education - Resources - Hwb

NSPCC Cymru & Partners – AGENDA	A bilingual (English and Welsh) toolkit co-created in Wales to explore friendships, consent, equality, inclusion, and positive relationships through creative, rights-based learning. To find out more, go to: AGENDA: promoting positive relationships in schools and communities NSPCC Learning
Brook - Healthy Relationships Resources for Teachers	A free course and teaching materials that help students differentiate between healthy, unhealthy, and abusive relationships, explore boundaries and consent, and access support confidently. To find out more, go to: Healthy Relationships: Resources for teachers - Brook
The Children's Commissioner for Wales	Offers specific curriculum-linked resources for primary and secondary teachers on the following key areas, often linked to the UN Convention on the Rights of the Child (UNCRC): • children's rights • respectful relationships • anti-bullying • cyberbullying To find out more, go to: Home - Children's Commissioner for Wales
YoungMinds	Offers creative activities and discussion materials addressing friendship, emotional boundaries, and coping strategies in relationships. To find out more, go to: YoungMinds Mental Health Charity For Children And Young People YoungMinds
Stori Cymru's Spectrum project	Offers bilingual information available to download on a range of topics, including the following: • relationships • safety • gender • stereotyping • domestic abuse • other VAWDASV issues To find out more, go to: Tools for Schools - Spectrum - Sbectrwm
A Little Guide for Teachers: Diversity in Schools by Bennie Kara	A concise, practical guide to creating a curriculum that is as diverse and inclusive as the learners themselves. Includes ready-to-use activities and guidance on modelling respect for identity and fostering a diverse classroom culture.

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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