

Values for life

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	Values for life
Suite	Skills for Life
Unit Codes	S628E1 S628E2 S628E3 S628L1 S628L2
GLH	20
Unit Aim	To develop Learners' skills in identifying their personal values, and those of society, and how they serve as a moral compass in a changing world.
Unit Summary	This unit helps learners explore the concept of values – both personal and societal – and understand how they guide behaviour, decision making, and interactions with others. Through discussion, practical tasks, and real-world examples, learners develop the ability to recognise values in everyday life and consider their importance in a rapidly changing world. The unit encourages reflection, self-awareness, and responsible behaviour in personal, social, and vocational contexts. At Entry Level, learners begin to recognise simple personal values and identify values seen within their community. They explore differences between their own values and those of others and learn how values guide everyday choices. Activities focus on building understanding through visuals, role-play, simple scenarios, and supported discussion. At Level 1 and 2, learners deepen their understanding of personal, societal and cultural values and examine how these form a basis for ethical behaviour. They analyse how values influence decisions in familiar, vocational, and increasingly complex situations. Learners also consider how societal change and workplace expectations shape values and how a personal moral compass supports responsible, informed choices.
Curriculum for Wales	Areas of learning and experience: The Values for life unit supports the Health & well-being Area of Learning by helping learners explore personal values, develop self-awareness, and make informed decisions that promote physical, emotional, and social wellbeing, supporting progress to the Statement of What Matters: <i>Our decision-making impacts on the quality of our lives and the lives of others</i>. It also links to Humanities by considering societal values, cultural diversity, and the impact of social norms on communities, and supports progress towards the Statements of What Matters: <i>Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action</i> and <i>Human societies are complex and diverse, and shaped by human actions and beliefs</i>. Additionally, vocational contexts allow links to Expressive arts and Science and technology

through practical, scenario-based activities where ethical decision-making and collaborative problem-solving are required.

Integral and cross-curricular skills: The Values for life unit develops learners' integral skills by encouraging Creativity and innovation through practical activities, Critical thinking and problem-solving when analysing values and ethical dilemmas, Personal effectiveness in making responsible decisions, and Planning and organising when completing reflective or project-based tasks. It also builds cross-curricular skills, including Literacy through discussion and written tasks and Digital competence through researching and presenting digital materials related to personal and societal values.

Cross-cutting themes: The Values for life unit supports learners in understanding Relationships and sexuality by exploring respectful behaviour, empathy and personal boundaries in social and vocational contexts. It promotes Human rights awareness by considering fairness, equality and ethical decision-making in everyday situations. Learners engage with Diversity by recognising different personal, cultural and societal values and understanding the importance of respect and inclusion. The unit links to Careers and work-related experiences through real-world activities that demonstrate how values guide professional behaviour. Finally, it encourages learners to consider Local, national, and international contexts by examining how values operate within communities, across society, and in a globalised world.

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 personal values and why they matter	E1 1.1 Point to one thing that is important to them. E1 1.2 Show in a simple way why it is important.	E2 1.1 Recognise at least two personal values. E2 1.2 Indicate why personal values are important.	E3 1.1 Give a description of at least two personal values. E3 1.2 Suggest how each identified value affects what they do.
LO2 Be aware of values held by society and their purpose	E1 2.1 Point to one value that is important in the community. E1 2.2 Show simply why the value is important.	E2 2.1 Recognise at least two values commonly held in society. E2 2.2 Indicate how these values help people live together.	E3 2.1 Give a description of at least two values seen in society. E3 2.2 Give an example of how a social value is used in everyday life.
LO3 Know differences between personal values and those of others	E1 3.1 Point to one value held by another person. E1.3.2 Show one way their own value is different to the other person's.	E2 3.1 Recognise differences between their own values and values held by others. E2 3.2 Give a simple example of how people can have different values.	E3 3.1 Suggest differences between their own values and values of another person or group. E3 3.2 Give an example of how people or groups have different values.
LO4 Be aware of how values help guide decisions and behaviour	E1 4.1 Point out one rule or behaviour linked to a value. E1 4.2 Show how the rule or behaviour helps someone make a choice.	E2 4.1 Select ways values can influence everyday choices. E2 4.2 Give a simple example of a value guiding behaviour.	E3 4.1 Give a description of how personal or social values influence decisions or actions. E3 4.2 Give an example of a situation where a value helped guide a choice.

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 personal values and how they shape actions and decisions	L1 1.1 Identify a range of personal values and explain their importance. L1 1.2 Describe how at least one personal value influences a decision they make.	L2 1.1 Explain a range of personal values and how these have developed. L2 1.2 Analyse how personal values influence decision making in different situations.
LO2 Understand the role of societal and cultural values in shaping behaviour	L1 2.1 Describe key values commonly held in society. L1 2.2 Explain how one or more societal values influence behaviour.	L2 2.1 Explain how societal and cultural values have developed over time. L2 2.2 Evaluate how societal values influence behaviour in a changing world.
LO3 Understand similarities and differences between personal values and those held by others	L1 3.1 Describe differences between their own values and values held by others. L1 3.2 Describe why people may hold different values.	L2 3.1 Analyse the impact of differing values on relationships or groups. L2 3.2 Explain how people manage or resolve differences in values.
LO4 Understand how values can act as a moral compass in a changing world	L1 4.1 Describe how values guide behaviour in familiar situations. L1 4.2 Give examples of how values can support positive choices.	L2 4.1 Analyse how values guide behaviour when facing new or complex situations. L2 4.2 Evaluate the role of values in making ethical decisions in modern society.

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 Values for life include Community participation, Democracy in action, Equality, diversity, and inclusion, Ethical choices, Everyday law, Faith and belief in the community, Healthy lifestyle, Healthy relationships, Looking after others, Teamwork, Understanding self and others, Building a growth mindset, Fairness and inclusion in the workplace, Personal development planning. These units complement each other by deepening learners' understanding of how values shape behaviour, relationships, and decision-making in personal, social and vocational contexts. Together, they provide a broad foundation for developing responsible, informed, and empathetic individuals who can contribute positively to their communities and workplaces.

There may also be links to other WJEC qualifications including GCSE Religious Studies, GCSE Social Studies and Sociology AS/A Level.

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
L01	• Understanding basic ideas such as 'things that matter to me.' • Exploring simple values (such as honesty, kindness, fairness, respect). • Identifying values through everyday examples (family, friends, rules). • Awareness that values can influence how people act or feel.

	For Level 1 and 2 learners: • Exploring a wider range of personal values and where they come from (family, culture, experience). • Understanding how values influence behaviour and decision making. • Recognising how values may change over time. • Linking values to personal goals and future choices.
L02	• Introduction to simple community values (such as helping others, sharing) – community could be school, family, local group etc. • Understanding basic rules and why communities have them. • Recognising how social values keep people safe and support cooperation. • Awareness of places where values are seen (school, home, public spaces). For Level 1 and 2 Learners: • Exploring values shared across society (such as justice, equality, respect) – society may include local, national, cultural or community context). • Understanding how cultural background influences values. • Examining the role of social institutions in shaping values (schools, laws, media). • Recognising how societal values contribute to order, fairness, and community wellbeing with focus on relevance to behaviour, not historical detail.
L03	• Understanding that people can think differently about what is important. • Recognising that differences in values are normal. • Simple examples of how people express different values. • Awareness of respect when talking about values. For Level 1 and 2 Learners: • Comparing different value systems (family, cultural, generational). • Understanding reasons why people have differing priorities or beliefs. • Considering the impact of value differences on relationships or communities. • Exploring respect, empathy and constructive communication.

LO4

- Linking simple actions to values (such as being kind, telling the truth).
- Understanding that values can help people choose what to do.
- Recognising values behind rules (such as safety, respect).
- Awareness that values influence everyday choices.

For Level 1 and 2 Learners:

- Recognising how values guide ethical choices.
- Exploring challenges to values in modern contexts (technology, cultural change, global issues).
- Understanding how values help people make decisions in uncertain or unfamiliar situations.
- Examining how values support responsible, positive behaviour in society.

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:

- Picture-based values sorting task (such as match images to simple values such as helping, fairness, teamwork).
- Role-play simple workplace scenarios (such as taking turns, being polite, sharing tools) and identify the value shown.
- Values walk-around activity, where learners move to labelled areas of the room representing different values and discuss them.
- Create a 'values shield' or poster showing what is important to them at home, at college, or in a work setting.
- Watch a short video clip of a workplace situation and identify the positive behaviour or value being demonstrated.
- Use simple case studies (such as in a shop, café, construction site) to spot examples of respectful or unhelpful behaviour.
- Group discussion using prompt cards to talk about why certain values matter in everyday life and work.
- Matching workplace rules to values (such as wearing PPE – safety, being on time – responsibility).

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

- Analyse workplace scenarios (such as customer service, teamwork, safeguarding) to identify underlying values.
- Debate a vocational dilemma (such as reporting a mistake, fairness in shift planning) to explore conflicting values.
- Create a personal values statement linked to future career goals or industry expectations.
- Research values within a chosen sector (healthcare, construction, retail, hospitality) and present findings.

- Explore case studies of ethical issues in modern workplaces and discuss how values guide decisions.
- Reflective journaling on how personal values influence their behaviour in work placements or practical tasks.
- Group project to design a 'workplace code of conduct' that reflects key social and vocational values.
- Examine how technological or societal change (such as social media, AI, sustainability) challenges or reshapes values in employment contexts.

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 worksheets, activity sheets, or task booklets.
- Tutor observation records or witness statements from practical or role-play activities.
- Learner reflective logs or journals describing values-related decisions or experiences.
- Poster work, values shields, or visual displays created by learners.
- Short written responses such as questionnaires, quizzes, or simple written explanations.
- Audio recordings of learner discussions, reflections, or explanations.
- Video evidence of role-plays, group tasks, or workplace scenario discussions.
- Photographs of learners completing activities or producing artefacts.
- Group presentation slides or notes showing learner contributions.
- Case study responses, either written, annotated, or verbally recorded.
- Learner self-assessment checklists related to understanding of personal and social values.
- Assessment tasks produced by the tutor (such as scenario-based tasks, matching activities, practical demonstrations).

Experiences

To provide a real-world context you could do the following:

- A visit to a local workplace, or a talk from an employer, helps learners see how values such as teamwork, respect, and responsibility operate in real situations. They can observe how staff interact with customers, follow procedures, and make decisions based on organisational values. Afterwards, learners can reflect on which values they noticed and how these relate to their own developing moral compass.
- Taking part in a local volunteering project (such as food bank, charity shop, community garden) gives learners practical insight into values like empathy, service, and social responsibility. Through hands-on participation, they experience how values guide behaviour and motivate positive community action. Following the activity, learners can discuss the values they demonstrated and those they saw in others.
- Visiting or observing public services, such as a fire station, library, or council office, helps learners understand societal values like fairness, safety, and duty. Learners can see how workers uphold these values when supporting the public or making decisions under pressure. This real-world view helps them recognise how values shape professional conduct and maintain trust in society.

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

NCREW (National Commission for Racial Equality in Wales)	Provides resources, campaigns and guidance on equality, diversity and anti-racism to support inclusive practice in schools and communities. Website: <i>(no direct site available – resources usually via Welsh Government or EHRC Cymru)</i>
Church in Wales	Educational resources on values, community and ethical living, with programmes to support reflection, spirituality and collective responsibility. Website: https://www.churchinwales.org.uk
Humanists UK	Provides resources and campaigns on humanist perspectives, ethical decision-making, and understanding values without religion. Humanist ethics: https://understandinghumanism.org.uk/area/humanist-ethics/ What do humanists value? https://understandinghumanism.org.uk/wp-content/uploads/2021/10/What-do-humanists-value-11.pdf What do humanists value? (Welsh): https://understandinghumanism.org.uk/wp-content/uploads/2022/10/What-do-humanists-value-11-Welsh.pdf
GOT Project (Global Learning Opportunities for Wales)	Offers resources and training on global citizenship, sustainability, and values-led education for schools and communities in Wales. Website: https://www.got.uk.net
CAFOD (Catholic Agency for Overseas Development)	Offers resources, campaigns and case studies on global justice, sustainability and active citizenship, with a focus on how communities can take action for positive change. Website: https://cafod.org.uk

WCIA (Welsh Centre for International Affairs)	Provides global citizenship resources, training and case studies linking values to human rights, democracy and sustainable development. Website: https://wcia.org.uk
Sustainability Academy	Provides education resources and training on sustainability, community action and climate change, with practical activities that link local action to global responsibility. Website: The Sustainability Academy Training for the Sustainable Development Goals
Interfaith Council for Wales	Resources and programmes to promote dialogue, respect and understanding across different faiths and belief systems in Wales. Website: https://interfaithwales.co.uk
Values Education for Life (Human Values Foundation)	Resources and lesson plans for teaching values such as respect, compassion and responsibility. Website: https://www.humanvaluesfoundation.com
UNICEF Rights Respecting Schools	Encourages a values-based approach linked to children's rights and responsibilities. Website: https://www.unicef.org.uk/rights-respecting-schools
The Jubilee Centre for Character and Virtues (University of Birmingham)	Research and teaching tools for developing moral and civic values in young people. Website: https://www.jubileecentre.ac.uk
Young Citizens	Provides practical citizenship and values-based learning resources. Website: https://www.youngcitizens.org
Empathy Lab	Uses storytelling and books to develop values such as empathy, kindness and social responsibility. Website: https://www.empathylab.uk
BBC Bitesize – PSHE and Citizenship	Offers age-appropriate articles and video clips on values, choices, ethics and relationships. Website: https://www.bbc.co.uk/bitesize
Ditch the Label	Campaigns and support on values of equality, tolerance and identity. Website: https://www.ditchthelabel.org

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.

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.

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