

Faith and belief in the community

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	Faith and belief in the community
Suite	Skills for Life
Unit Codes	S611E1 S611E2 S611E3 S611L1 S611L2
GLH	20
Unit Aim	To develop earners' cultural understanding, tolerance and appreciation within the community, exploring faith and belief.
Unit Summary	Learners will explore what faith and belief mean, how they are expressed in the community, and the impact of belief on individuals and society. Learners develop understanding, respect and appreciation of different beliefs, and it fosters a deep sense of cynefin ('the place where we feel we belong'). The unit covers how beliefs are expressed through rituals, festivals, symbols, sacred texts and community engagement. It examines their impact on personal identity, values and social cohesion. At Entry Level, focus is on recognition and awareness. Learners will identify different faiths and beliefs, notice how they are expressed locally, and give simple examples of how beliefs influence people's lives. Learners will begin to develop understanding through observing and describing beliefs in action, recognising symbols, celebrations and community practices. At Level 1 and 2, the emphasis is on understanding and explanation. Learners will explore similarities and differences between beliefs, reflect on the influence of belief on behaviour and society, and discuss the consequences of respecting or not respecting beliefs. There is also a focus on analysis, reflection and application of understanding to community life, encouraging learners to explain, discuss, and make connections between belief, identity and social cohesion.
Curriculum for Wales	Areas of learning and experience: The unit primarily supports the Humanities Area of Learning and Experience (AoLE), particularly Religion, Values and Ethics (RVE), and 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>, by enabling learners to understand faith, belief, and their expression within communities. It also links to Health and well-being, as learners explore respect, understanding, and relationships shaped by belief. Learners develop knowledge of local and global communities, and

the ways beliefs influence daily life and social practices, helping them engage with society in informed and responsible ways.

Integral and cross-curricular skills: The unit develops key skills including communication, as learners discuss beliefs and share experiences; Critical thinking, through reflection on similarities, differences, and the consequences of respecting beliefs; and Personal effectiveness, by taking part in community projects or respectful interactions. Literacy skills are reinforced when learners read, research, or record observations about faith in the community, while numeracy and digital competency can be embedded through data collection and analysis (such as mapping local places of worship, creating surveys and analysing findings using appropriate software tools). Collaboration and problem-solving are fostered through group discussions, role-plays and community engagement activities.

Cross-cutting themes: The unit addresses the cross-cutting themes of Diversity, helping learners recognise and respect multiple faiths and beliefs, and Human rights, encouraging understanding of the importance of respect, fairness, and freedom of belief within society. Local, national and international contexts are also explored, as learners consider how beliefs are expressed within their own community and more widely. Overall, the unit helps learners understand their role in a diverse society and the importance of understanding, empathy and respectful engagement.

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 faith and belief.	E1 1.1 Give an example of a faith or belief. E1 1.2 Point out a symbol of a faith or belief.	E2 1.1 Give one key feature of a faith or belief. E2 1.2 Recognise how faith or belief can affect everyday life.	E3 1.1 Give a description of key aspects of more than one faith or belief. E3 1.2 Suggest why people may hold different beliefs from each other.
LO2 Know how beliefs are expressed in the community.	E1 2.1 Show one way a belief is expressed in the community. E1 2.2 Name a place in the community linked to faith or belief.	E2 2.1 Give two examples of the ways in which beliefs are expressed in the community. E2 2.2 Give two examples of people or groups who express their beliefs in the community. E2 2.3 State something they have seen or experienced that shows how beliefs are expressed in the community.	E3 2.1 Describe two different ways in which beliefs are expressed in the community. E3 2.2 Give two examples of how beliefs are celebrated by different groups. E3 2.3 Compare simply their own or familiar experiences with those from another community.
LO3 Be able to recognise and respect the impact of belief on individuals and society.	E1 3.1 Give one way belief affects an individual's daily life. E1 3.2 Show one way to show respect for another person's belief.	E2 3.1 Give two examples of ways beliefs can affect people's lives. E2 3.2 Give two examples of how people show respect for different beliefs.	E3 3.1 Describe ways beliefs influence individuals and communities. E3 3.2 Describe how showing respect for different beliefs supports community life.

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 what is meant by faith and belief.	L1 1.1 Define the terms 'faith' and 'belief', giving one example of each. L1 1.2 Explain how beliefs can be personal, cultural or religious. L1 1.3 Give examples of how faith and belief help people make sense of the world.	L2 1.1 Distinguish between different types of belief (for example, religious, moral, personal). L2 1.2 Explain how faith and belief shape identity and values. L2 1.3 Discuss similarities and differences in how people express faith and belief.
LO2 Understand how beliefs are expressed in the community.	L1 2.1 Explain how individuals and groups express their beliefs in the community. L1 2.2 Give examples of community events or practices that reflect faith or belief. L1 2.3 Describe how expressions of belief can influence relationships within the community.	L2 2.1 Analyse how different groups express their beliefs in the community. L2 2.2 Discuss similarities and differences in the ways that beliefs are expressed across groups. L2 2.3 Evaluate how expressions of belief contribute to community identity and community diversity.
LO3 Be able to recognise and respect the impact of belief on individuals and society.	L1 3.1 Explain how beliefs influence personal choices and behaviour. L1 3.2 Describe how respect for belief is positive for society. L1 3.3 Give examples of things they do to respect another person's belief.	L2 3.1 Reflect on how belief influences society. L2 3.2 Discuss the consequences of respecting or not respecting beliefs. L2 3.3 Explain how the things they do to respect another person's belief supports community life.

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 Faith and belief in the community includes Ethical choices, Equality, diversity, and inclusion, Understanding self and others, and Values for life. These units complement each other by encouraging learners to explore how values, ethics and personal identity influence relationships and social harmony. Together, these units promote understanding, respect and inclusion among people of different beliefs and backgrounds.

There may also be links to other WJEC qualifications including GCSE Religious Studies and Religious Studies 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
LO1	- Faiths include: Christianity, Islam, Hinduism, Judaism, Sikhism, Buddhism. - Beliefs and belief systems include: Humanism, Kindness, Respect for nature. - Symbols include: The cross, Crescent moon and star, Om, Star of David, Khanda. - Places of worship include: church, mosque, temple, gurdwara, synagogue. - Religious leaders include: priest, imam, rabbi, monk. For Level 1 and 2 learners: - faith: A trust or confidence in someone or something, can be linked to religion or used in everyday life - belief: Accepting that something is true or real, with or without proof - personal beliefs: Individual ideas shaped by a person's own experiences or values - cultural beliefs: Ideas and customs shared by a community, group, or society - moral beliefs: Ideas about what is right and wrong (such as kindness, fairness) - religious and non-religious beliefs: Teachings and ideas based on a recognised religion or belief system (for example Christianity or Humanism).
LO2	- Expressions of belief: worship, prayer, ceremonies, symbols, clothing. - Festivals and celebrations: Christmas, Eid, Diwali. - People and groups: churches, mosques, charities, faith leaders. - Community: food banks run by faith groups, festivals in the street, posters. For Level 1 and 2 learners: - similarities and differences in how different groups express belief (such as prayer, festivals, clothing, symbols) - consider how expressions of belief, alongside respect for different beliefs and secular viewpoints, can build positive relationships and support community life - recognise how shared and different expressions of belief shape community identity, support inclusion, and add to diversity.

LO3

- Affecting life: food choices, prayer times, clothing, celebrations.
- Respect: listening, being polite, joining celebrations, removing shoes in a place of worship.
- Community life: people living and working together peacefully, making the community fairer and more welcoming, kind actions in society – charity work, helping others.

For Level 1 and 2 learners:

- personal choices and behaviour: diet, dress, daily routine, moral decisions
- society: laws, traditions, charities, community events
- consequences: harmony, conflict
- actions: joining in, showing understanding, adapting behaviour.

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:

- using flashcards with names and images from different religions and non-religious worldviews
- using matching and sorting activities with learners sorting pictures of symbols and faiths
- examining religious objects (such as a prayer mat or menorah), build places of worship using craft or Lego, and explore festivals like Diwali or Eid to identify key aspects of different faiths
- exploring through stories how beliefs shape daily routines, compare personal and religious practices (like prayer or rest), and investigate faith-based dietary choices (e.g. halal, kosher)
- writing an account of how religious objects help people to express beliefs
- creating a poster to show how beliefs are celebrated by different groups
- comparing different experiences through a simple creative writing task.

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

- guest speaker/Q&A: Invite a local faith leader or community representative to explain what 'faith' and 'belief' mean in practice and reflect on outcomes
- group discussion: Learners share something they believe is important in their lives, reflecting on this and comparing similarities and differences
- community walk or photo project: Identify and record places, posters, or symbols showing beliefs in the local area (such as churches, mosques, charity shops)
- festival collage: Create posters or digital slides showing different community festivals (such as Christmas, Eid, Diwali, Hanukkah) and how they are celebrated
- role-play: Act out how a community group might prepare for a celebration or express belief through helping others
- comparison task: Learners research or discuss how two different groups (such as Christian and Muslim communities) express beliefs and identify similarities/differences

- respect scenarios: Small groups act out or discuss situations where respect is or isn't shown (for example, laughing at someone's tradition vs. joining in politely) and reflect on outcomes
- community interview/project: Learners ask family or community members how belief influences their lives or society and describe their findings
- respect pledge: Learners create a personal or group pledge/poster of ways they can show respect for others' beliefs in daily life

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:

- photographs of learners engaging in activities (such as sorting symbols, visiting community sites, festival role-plays)
- learner worksheets or completed matching/sorting tasks showing recognition of symbols, beliefs or festivals
- annotated drawings, posters or collages created during craft or festival exploration activities
- observation records or tutor notes describing learner participation, discussion and understanding during tasks or visits
- video or audio recordings of learner presentations, group discussions, or role-plays demonstrating understanding and respect
- learner reflections or journals describing what they learned about faiths, beliefs, and community practices
- question and answer sheets or summaries from guest speaker sessions showing learner engagement and key takeaways
- photo logs or community walk reports identifying local places of worship or community symbols of belief
- research notes or comparison charts from group or individual work comparing different faiths or practices
- respect pledges or personal statements showing learners' understanding of community respect
- feedback from visitors or community partners confirming learner participation and respectful behaviour
- displays or portfolios of learner work combining written, visual, and photographic evidence across the unit.

Experiences

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

- arrange visits to different local places of worship (such as church, mosque, temple, gurdwara). Prepare learners with simple etiquette guidance (for example, removing shoes, covering heads, quiet respect). Learners are given worksheets to note symbols, practices, and community roles they observe
- host talks from people of different faiths or belief groups (including non-religious worldviews like Humanism), inviting representatives from local interfaith councils, charities, or community leaders. Sessions are interactive with visuals, objects or storytelling for the learners to engage in. Learners are encouraged to prepare respectful questions in advance
- community festivals – recreate aspects of faith-based or cultural festivals in the classroom (such as making Diwali lanterns, tasting food linked to Eid, exploring Christmas traditions). Use crafts, music and food (check dietary needs) to bring the celebrations to life. Learner activities are linked back to how festivals express belief and build community
- community project – learners take part in a project showing how beliefs inspire action (such as helping at a food bank, fundraising for a charity, making thank you cards for hospital chaplains). Tasks are small and practical so all learners can contribute. Learners can reflect afterwards on how belief motivates people to support others and strengthen community life.

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

National Centre for Religious Education in Wales	https://www.bangor.ac.uk/history-law-social-sciences/national-centre-for-religious-education-in-wales#resources
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
Cytûn	Churches Together in Wales Website: https://cytun.co.uk
Humanists UK	Provides resources and campaigns on humanist perspectives, ethical decision-making, and understanding values without religion. Website: https://humanists.uk

Understanding Humanism	https://understandinghumanism.org.uk/what-is-humanism/how-many-humanists-are-there/ https://understandinghumanism.org.uk/area/data/ https://understandinghumanism.org.uk/area/society/ https://understandinghumanism.org.uk/secularism/
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
CAFOD	Catholic Social Teaching for secondary schools

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.

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