

Ethical choices

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	Ethical choices
Suite	Skills for Life
Unit Codes	S608E1 S608E2 S608E3 S608L1 S608L2
GLH	20
Unit Aim	Develop earners' knowledge and skills to navigate ethical dilemmas by exploring decision-making principles using real-life scenarios.
Unit Summary	This unit is designed to help learners develop knowledge, skills, and confidence in making ethical decisions in everyday life and vocational contexts. It encourages learners to explore dilemmas, understand the impact of choices on themselves and others, and reflect on the role of values and perspectives in decision-making. Through discussion, practical activities, and real-world scenarios, learners gain the ability to recognise ethical issues, consider options, and make informed, reasoned decisions. At Entry Level, learners are introduced to simple ethical choices they may encounter in daily life and in vocational settings. Learners develop an understanding of what constitutes an ethical dilemma, identify people who can help them make decisions, and explore the consequences of different choices. Through supported activities, practical tasks, and guided reflection, learners build confidence in recognising dilemmas, expressing personal choices, and providing simple reasons for their decisions. At Level 1 and 2, the unit explores ethical decision-making in a variety of real-life and vocational contexts, helping learners understand the factors and perspectives that influence choices. Learners analyse ethical dilemmas, evaluate potential consequences, and consider the viewpoints and values of others before making informed decisions. By applying ethical principles to realistic scenarios, learners develop the skills, reasoning, and confidence required to approach workplace and life challenges responsibly and thoughtfully.
Curriculum for Wales	Areas of learning and experience: The Ethical choices unit supports the development of Health and well-being by helping learners understand personal values, ethical behaviour, and the consequences of their decisions on themselves and others (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 through exploring social responsibility, fairness, and citizenship in real-life and vocational contexts (Statement of What Matters: <i>Events and human experiences are complex, and are perceived, interpreted</i>

and represented in different ways). Additionally, the unit touches on Expressive arts and Languages, literacy, and communication (Statement of what matters: *Understanding languages is key to understanding the world around us*), when learners reflect, discuss, and present their reasoning about ethical dilemmas.

Integral and cross-curricular skills: Learners develop Critical thinking and problem-solving as they analyse dilemmas, weigh up evidence, and compare the consequences of different actions. Structured activities and scenario-based tasks also develop Planning and organising, as learners map out decisions, sequence consequences, and evaluate actions. Learners strengthen Literacy skills through discussing dilemmas, presenting viewpoints, and expressing justified decisions in spoken or written form. Digital competence may be developed through online research and the creation of digital evidence such as recordings, presentations, or decision-making diagrams.

Cross-cutting themes: Learners develop awareness of Diversity by recognising that people may hold different values and perspectives, and by learning to respect alternative viewpoints in ethical dilemmas. The unit contributes to understanding Relationships and sexuality by encouraging respectful communication, empathy, and consideration of how decisions affect others' well-being. It supports Human rights by exploring fairness, responsibility, and ethical principles that protect individuals and communities. Ethical decision-making will also be a useful skill in workplace contexts.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Be aware of simple ethical dilemmas in everyday situations	E1 1.1 Point out an ethical dilemma with support. E1 1.2 Show what the dilemma is about.	E2 1.1 Recognise an ethical dilemma in a familiar scenario. E2 1.2 Give the two sides of the dilemma in basic terms.	E3 1.1 Suggest an ethical dilemma and why it is an ethical issue. E3 1.2 Give a description of the viewpoints or interests involved.
LO2 Know who can help when making an ethical decision	E1 2.1 Point out an adult or helper who could give advice. E1 2.2 Point out how that person could help.	E2 2.1 Select at least two people who can help with decision-making. E2 2.2 Indicate how each person could give support.	E3 2.1 State at least three different sources of help with decision-making. E3 2.2 Suggest why each source may be useful in decision-making.
LO3 Be aware of consequences when making simple choices	E1 3.1 Point out one possible consequence of a simple choice. E1.3.2 Show whether a consequence is helpful or unhelpful.	E2 3.1 Give at least two possible consequences of a simple choice. E2 3.2 Indicate whether consequences are positive or negative.	E3 3.1 State at least two possible consequences of the options in a dilemma. E3 3.2 Suggest how consequences might affect self or others.
LO4 Be able to express a personal choice and give a basic reason for it	E1 4.1 Show what choice they would make in a simple scenario. E1 4.2 Give a very simple reason for their choice.	E2 4.1 Give a statement about the choice they would make in a given scenario. E2 4.2 Give a clear reason for their choice linked to fairness or kindness.	E3 4.1 State their choice clearly in a scenario. E3 4.2 Reflect on their choice with reference to values.

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 ethical dilemmas and the factors that influence decision-making	L1 1.1 Describe an ethical dilemma using a real-life or provided scenario. L1 1.2 Identify factors that may influence the decision.	L2 1.1 Explain an ethical dilemma, showing understanding of conflicting values or interests. L2 1.2 Analyse factors influencing decisions, including social, personal, or practical considerations.
LO2 Understand the role of values and perspectives in ethical decision-making	L1 2.1 Identify personal values relevant to a scenario. L1 2.2 Describe how different perspectives may influence choices.	L2 2.1 Explain how personal and societal values influence ethical choices. L2 2.2 Compare different viewpoints and how they affect decision-making.
LO3 Understand the consequences of different courses of action in ethical scenarios	L1 3.1 Describe possible consequences of at least two different actions in an ethical scenario. L1 3.2 Explain who may be affected by these consequences.	L2 3.1 Assess the short-term and long-term consequences of different actions in an ethical scenario. L2 3.2 Evaluate the impact of consequences on different individuals or groups.
LO4 Be able to make an informed ethical decision and justify the reasoning behind it	L1 4.1 Make a decision based on a scenario. L1 4.2 Explain the decision using simple reasoning linked to values or fairness.	L2 4.1 Make a well-reasoned ethical decision based on a scenario. L2 4.2 Give a detailed justification supported by values, principles or potential outcomes.

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 Ethical choices include Community participation, Democracy in action, Equality, diversity, and inclusion, Everyday law, Faith and belief in the community, Healthy relationships, Teamwork, Understanding self and others, Values for life, Fairness and inclusion in the workplace. These units complement each other by deepening learners' understanding of values, fairness, responsibility and respect in personal, social, and vocational contexts. Together, they help learners see how ethical decision-making connects to community involvement, relationships, inclusion, teamwork, rights and workplace expectations, strengthening their ability to act responsibly and thoughtfully in everyday life.

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
L01	• Understanding that a dilemma means having to choose between two or more things. • Noticing when someone might be unsure what the 'right' thing to do is. • Recognising common ethical situations involving honesty, sharing, fairness, safety or kindness. • Identifying that different people may want different things in a situation.

	For Level 1 and 2 learners: • recognising that ethical dilemmas involve competing values, interests, or responsibilities • understanding that dilemmas may not have one clear 'right' answer • identifying influences such as rules, personal beliefs, relationships, social expectations, or consequences • exploring real-life examples involving honesty, responsibility, respect, digital behaviour, or community issues.
LO2	• Knowing that help can come from trusted adults and peers. • Recognising that different helpers offer different types of support (listening, advice, safety). • Understanding when to ask for help in a tricky situation. • Identifying familiar roles: teacher, family member, friend, support worker, community member. For Level 1 and 2 learners: • understanding what values are (fairness, honesty, respect, equality, empathy, responsibility) • recognising that people may see situations differently based on their values or experiences • exploring how cultural or social norms can shape ethical viewpoints • considering the effect of bias, emotions, and personal priorities on ethical choices.
LO3	• Understanding that choices lead to outcomes. • Recognising positive and negative consequences. • Linking a choice with its impact on themselves or others. • Identifying feelings related to consequences (e.g. happy, upset, safe, unsafe). For Level 1 and 2 learners: • considering short-term and long-term effects of decisions • identifying who is impacted by each possible choice (self, others, community, environment) • recognising benefits and risks linked to different actions • exploring unintended consequences and ripple effects of decisions.
LO4	• Being able to say which option they choose in a scenario (for example, finding a lost item at work, seeing a friend take something that isn't theirs, deciding whether to help someone who is struggling, choosing between telling the truth or avoiding trouble). • Linking reasons to simple values (such as, 'It's fair', 'It's kind', 'It keeps people safe'). • Understanding that people may choose differently. • Building confidence in expressing opinions respectfully.

	For Level 1 and 2 learners: • selecting a course of action based on clear reasoning • comparing options and weighing up evidence, values, and consequences • explaining why one option aligns better with ethical principles demonstrating respect for alternative viewpoints while defending their own conclusion.
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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:

- role-play simple scenarios (e.g. learners act out or discuss a short story where someone is being bullied and decide who they could tell and why)
- sorting tasks where learners classify actions as 'kind/unfair' or 'safe/unsafe', (for example, learners are shown a scenario where someone finds money or a phone and sort picture cards into 'Keep it' or 'Hand it in') followed by a discussion of consequences
- truth or trouble discussion: a simple story is read about breaking a rule; learners move to a 'Tell the truth' or 'Stay quiet' area of the room and explain their choice
- gossip consequences matching task: learners match actions (spreading gossip, staying silent, challenging gossip) to possible outcomes (hurt feelings, trust, conflict)
- include or ignore activity: using a short scenario about someone being left out, learners role-play how to include them and discuss how each choice makes people feel
- cause-and-effect card games to link simple choices with consequences (for example, in a dilemma about rule-breaking or bullying, learners match the situation to trusted adults or helpers)
- feelings and consequences board: after hearing a simple dilemma, learners identify how different people might feel depending on the choice made
- personal choice sharing circle, where learners state what they would do in a scenario and give a simple reason.

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

- case study analysis: loyalty vs honesty: learners read a scenario where a friend has cheated or broken rules and analyse conflicting values before deciding what action to take
- structured debate: report or stay silent: learners debate whether to report bullying or misconduct, considering short-term and long-term consequences
- digital ethics workshop: learners examine a scenario involving harmful online content and create a decision-making flowchart outlining possible actions and outcomes
- private information scenario discussion: learners explore a dilemma involving confidentiality and discuss when it is right to keep or share information
- consequence mapping task: learners create a diagram showing how one dishonest action can affect individuals, friendships, or the wider community
- values ranking activity: using a dilemma involving loyalty, fairness, and responsibility, learners rank which values should take priority and justify their reasoning
- reflective journal task: learners write or record a response explaining how they would handle being pressured to act against their values
- multiple perspective role-play: learners act out a scenario from different viewpoints (friend, victim, authority figure) and evaluate how perspective influences ethical decisions.

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:

- tutor observation records of learner participation in discussions, role-plays, or practical tasks
- witness statements from support staff, workplace supervisors, or peers
- learner worksheets completed during ethical dilemma activities
- learner reflective journals (written, audio, or video)
- photographs of learners engaging in activities or completing practical tasks
- video recordings of role-plays, discussions, or presentations
- case study responses demonstrating decision-making and reasoning
- decision-making flowcharts or diagrams created by learners
- values ranking or sorting activities captured through photographs or submitted sheets
- group discussion notes compiled by learners or facilitators
- completed scenario-based assessments (written or verbal)
- digital evidence, such as PowerPoints, audio responses, or online activity logs.

Experiences

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

- visiting a real workplace allows learners to observe how staff make ethical decisions in everyday situations, such as handling conflicts, supporting customers, or following safety rules. Learners can speak directly with employees about how they deal with dilemmas like honesty, responsibility, or confidentiality. After the visit, learners can reflect on what they noticed and relate these experiences to the ethical scenarios explored in class.
- a visit from a professional from a relevant vocational field who can share examples of real ethical challenges they face in their job. The speaker can explain how they decide what is the 'right' thing to do, and what factors influence their choices. Learners can ask questions and compare the speaker's experiences with their own developing understanding of ethical decision-making.
- taking part in a community activity – such as helping at a charity event or supporting a local organisation – gives learners firsthand experience of responsibility, teamwork, and values in action. Learners may encounter simple ethical choices, such as fairness in sharing tasks or honesty when dealing with equipment or money. Reflecting afterwards helps learners connect their actions with the ethical principles covered in the unit.

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

Cymru Global (formerly WCIA – Welsh Centre for International Affairs)	Cymru Global - Cymru Global
CAFOD	Catholic Social Teaching for secondary schools Fairtrade resources for schools https://assets.ctfassets.net/vy3axnuecuwj/7c91eac7b26ec5e51152fbaedc7fd4e07fd5dcb3189dbdedb18afa47a0f645fb/4e57e17fb38624f281408c4cb3979cca/Banana-split_game_cymru.pdf Eyes of the World COP26 campaign resources for young people
GOT Project	https://got.uk.net/programmes/programmes-sp-517/wbq-materials/wbq-materials-sp-646
Humanists UK	https://understandinghumanism.org.uk/area/humanist-ethics/ https://understandinghumanism.org.uk/perspectives/ https://understandinghumanism.org.uk/wales/ https://understandinghumanism.org.uk/wp-content/uploads/2022/10/What-is-a-humanist-approach-to-being-good-11-Welsh.pdf https://understandinghumanism.org.uk/wp-content/uploads/2022/10/What-are-humanist-goals-for-society-11-Welsh.pdf

National Centre for Religious Education in Wales	https://www.bangor.ac.uk/history-law-social-sciences/national-centre-for-religious-education-in-wales
Church in Wales	Educational resources on values, community and ethical living, with programmes to support reflection, spirituality and collective responsibility. https://www.churchinwales.org.uk
Sustainability Academy	www.thesustainabilityacademy.co.uk

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.

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