

Healthy lifestyle

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	Healthy lifestyle
Suite	Skills for Life
Unit Codes	S613E1 S614E2 S614E3 S614L1 S614L2
GLH	20
Unit Aim	To develop earners' knowledge and understanding of what it is to lead a healthy lifestyle for mental and physical wellbeing, taking practical steps to set goals and taking part in different activities to achieve them.
Unit Summary	Learners will explore what it means to lead a healthy lifestyle, how lifestyle choices can affect physical and mental wellbeing, and the impact of these choices on themselves and the people around them. Learners will understand how making positive lifestyle choices can support their physical and mental wellbeing, how setting personal health and wellbeing goals can help them take practical steps to improve their lives, and how their decisions and actions can affect both their own quality of life and the wellbeing of others. At Entry Level, the emphasis is on recognising simple healthy choices, taking part in straightforward activities that support wellbeing, and understanding the basic effects of these choices on physical and mental health. At Levels 1 and 2, learners build independence and confidence in making informed lifestyle choices, setting personal health or wellbeing goals, planning steps to achieve them, and taking part in a variety of activities, like physical and mental wellbeing exercises and healthy eating tasks, that support overall wellbeing. Learners also develop the ability to reflect on their progress and understand the effects of lifestyle choices on their physical and mental health.
Curriculum for Wales	Areas of learning and experience: This unit supports progress towards the Health and well-being statements of what matters: <i>Developing physical health and well-being has lifelong benefits</i> and, <i>Our decision-making impacts on the quality of our lives and the lives of others</i>. Learners will understand how making positive lifestyle choices can support their physical and mental wellbeing, how setting personal health and wellbeing goals can help them take practical steps to improve their lives, and how their decisions and actions can impact both their own quality of life and the wellbeing of others. Integral and cross-curricular skills: Learners will develop Critical thinking and problem-solving skills by setting and tracking achievable health or wellbeing goals and reflecting on the outcomes of their choices. Learners will use Creativity and innovation when they try new activities, experiment with routines, and adapt goals to suit their

needs. Personal effectiveness is embedded throughout the unit, as learners will reflect on their progress, develop self-awareness, and build confidence in making positive lifestyle choices. Opportunities for Literacy skills arise through reflective writing, discussions, and evaluating wellbeing activities. Digital competence and Numeracy are developed using trackers, apps, or online tools to monitor, analyse, and interpret wellbeing data, as well as through producing digital reflections or wellbeing plans. Learners will also be supported to develop online safety skills by evaluating the reliability of online health information and making informed, responsible choices when using digital wellbeing resources.

Cross-cutting themes: Diversity is supported as learners are encouraged to reflect on their own backgrounds, values, and experiences when exploring health and wellbeing. Level 1 and 2 learners can develop their understanding further by considering how lifestyle choices, wellbeing activities, and access to resources may affect different groups, encouraging inclusion, and respect for cultural diversity in personal and community health. Relationships and sexuality education (RSE) is developed as learners begin to understand how personal choices, relationships, and emotional wellbeing are interconnected. At Level 1 and 2, they can explore the impact of healthy and unhealthy relationships on mental and physical wellbeing and consider strategies for supporting themselves and others in making positive, informed decisions about relationships and personal health.

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 a healthy lifestyle is	E1 1.1 Give one feature of a healthy lifestyle. E1 1.2 Show (from a set of examples) a healthy lifestyle choice.	E2 1.1 Give a statement about what a healthy lifestyle is. E2 1.2 Give a simple example of a healthy choice in everyday life.	E3 1.1 Give a description of what a healthy lifestyle means. E3 1.2 Give examples of how a healthy lifestyle supports wellbeing.
LO2 Know simple ways to support a healthy lifestyle	E1 2.1 Match a simple activity to physical or mental wellbeing. E1 2.2 Point out a healthy wellbeing activity	E2 2.1 Give different ways to support physical and mental wellbeing. E2 2.2 Give a simple example of how a wellbeing activity helps.	E3 2.1 Suggest how different activities support physical and mental wellbeing. E3 2.2 Compare the benefits of different wellbeing activities.
LO3 Be able to set a personal health or wellbeing goal	E1 3.1 Name a simple health or wellbeing goal with support. E1 3.2 Name one thing related to that goal.	E2 3.1 Select a simple personal health or wellbeing goal with guidance. E2 3.2 Recognise one step needed to work towards the goal.	E3 3.1 Select a personal health or wellbeing goal. E3 3.2 Give a description of the steps needed to achieve this goal.
LO4 Be able to take part in different activities that help to achieve a healthy lifestyle goal	E1 4.1 Take part in a healthy activity with support. E1 4.2 Show how that activity helps achieve a healthy lifestyle goal.	E2 4.1 Take part in two or more activities that help towards a healthy lifestyle, with some support. E2 4.2 Indicate how at least one activity links to their goal.	E3 4.1 Take part in healthy lifestyle activities with some independence. E3 4.2 Reflect on how the activities helped them work towards their goal.

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 Know key factors that contribute to a healthy lifestyle	L1 1.1 Identify key factors that contribute to a healthy lifestyle. L1 1.2 Describe how these factors support physical and mental wellbeing. L1 1.3 Give examples of positive lifestyle choices and explain their benefits.	L2 1.1 Explain the role of key factors in supporting physical wellbeing. L2 1.2 Explain the role of key factors in supporting mental wellbeing. L2 1.3 Give examples of how these factors contribute to a healthy lifestyle.
LO2 Understand how lifestyle choices can impact physical and mental wellbeing	L1 2.1 Describe one lifestyle choice and how it can affect physical wellbeing. L1 2.2 Describe one lifestyle choice and how it can affect mental wellbeing. L1 2.3 Give one positive and one negative lifestyle choice and describe its effect on wellbeing.	L2 2.1 Explain how different lifestyle choices affect physical and mental wellbeing. L2 2.2 Analyse the effects of making specific lifestyle choices on physical and mental wellbeing. L2 2.3 Compare the outcomes of positive and negative wellbeing choices.

LO3 Be able to set, plan and work towards personal health or wellbeing goals	L1 3.1 Identify an appropriate personal health or wellbeing goal. L1 3.2 Create a simple plan showing steps to achieve the goal. L1 3.3 Identify any challenges that may affect achieving the goal. L1 3.4 Demonstrate one way to track your progress towards the goal.	L2 3.1 Justify a realistic and achievable personal health or wellbeing goal. L2 3.2 Create a structured plan with clear steps and timescales to achieve the goal. L2 3.3 Review progress and explain any changes needed to achieve the goal. L2 3.4 Describe at least two methods of tracking progress and explain why they are useful.
LO4 Be able to take part in a range of activities and review how they support a healthy lifestyle	L1 4.1 Demonstrate taking part independently in different activities than can support a healthy lifestyle. L1 4.2 Describe how the activities support progress towards the goal. L1 4.3 Outline one way to improve participation or activity effectiveness.	L2 4.1 Demonstrate taking part regularly in a range of activities that support a balanced and healthy lifestyle. L2 4.2 Explain how the activities support progress towards the goal. L2 4.3 Evaluate the effectiveness of the activities and suggest improvements.

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 lifestyle include Exercise for all, Mental health and wellbeing, Food planning and preparation, Community participation, Music, dance and drama, Skills in the natural environment, Arts and crafts, Practical gardening and Values for life. These units complement the Healthy lifestyle unit by developing the knowledge, skills, and behaviours learners need to maintain their physical and mental wellbeing, making positive lifestyle choices, and engaging confidently and safely in everyday activities.

There may also be links to other WJEC qualifications, including Level 1/2 Vocational Award in Sport and Coaching Principles, the Work-Related Foundation Qualifications in Sport and Leisure, and Health and Social Care and Childcare, the VCSE in Sport and Leisure, GCSE Physical Education and Health, and GCSE Food and Nutrition.

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	Features of a healthy lifestyle could include, but are not limited to: • regular physical activity and exercise • balanced, nutritious diet • adequate sleep and rest • positive social relationships and connections • mental and emotional wellbeing practices (such as relaxation, mindfulness) • avoiding harmful substances (such as smoking, vaping, excessive alcohol) • maintaining a healthy work-life balance.

	Healthy lifestyle choices could include, but are not limited to: • choosing to walk, cycle, or exercise regularly • eating more fruits, vegetables, and whole grains • drinking enough water and reducing sugary drinks • practising stress management techniques (for example meditation, breathing exercises) • participating in hobbies, clubs, or community activities • limiting screen time and ensuring rest periods • avoiding risky behaviours, such as substance misuse. For Level 1 and 2 Learners: How lifestyle factors support physical and mental wellbeing: • exercise - strengthens muscles and bones, improves cardiovascular health, and reduces stress • balanced diet - provides energy, supports growth and repair, and helps maintain a healthy weight • sleep - restores energy, supports brain function, and regulates mood • positive relationships - reduce loneliness, support emotional health, and provide social support • stress management - lowers anxiety, improves focus, and supports overall mental health • avoiding harmful substances - reduces risk of illness, injury, and long-term health problems • hobbies and leisure activities - improve mood, creativity, and overall life satisfaction.
LO2	Healthy wellbeing activities could include, but are not limited to: • walking, running, cycling, swimming or team sports • yoga, Pilates or stretching exercises • mindfulness, meditation or breathing exercises • journaling, reflection or goal setting • social clubs, volunteering or group activities • healthy cooking or meal planning • creative activities such as music, art, dance, or drama • outdoor activities like gardening, hiking, or nature walks. For Level 1 and 2 Learners: How some factors support physical wellbeing: • exercise strengthens muscles, bones, and the heart • nutritious foods provide energy and support growth and repair • water maintains hydration and organ function • sleep restores energy and supports immune function. How some factors support mental wellbeing: • exercise releases endorphins and reduces stress or anxiety • healthy eating can improve mood and concentration • sleep supports brain function, emotional regulation, and focus • mindfulness and relaxation reduce anxiety hobbies or creative activities boost self-esteem and satisfaction.

LO3	Types of health or wellbeing goals and steps to achieve them can include, but are not limited to: • increasing physical activity (for example walking 10,000 steps a day, a weekly sports club) • improving diet or nutrition (such as eating more fruits and vegetables) • improving sleep habits (for example going to bed earlier, maintaining a regular sleep routine) • developing mental wellbeing (such as practising mindfulness, keeping a journal/diary) • reducing risky behaviours (for example cutting down screen time, avoiding smoking or vaping, or drinking alcohol) • building social connections (such as joining a club, spending more time with friends/family) • learning a new skill or hobby (for example cooking healthy meals, swimming, yoga). For Level 1 and 2 Learners: Ways of tracking progress can include, but are not limited to: • keeping a diary of activities and wellbeing reflections • using a checklist or sticker chart for daily or weekly habits • recording steps or exercise with a pedometer, fitness tracker, or app • taking photos or videos to visually track changes or improvements • setting milestones and ticking them off when achieved • using digital apps to log nutrition, sleep, or mood patterns.
LO4	Healthy lifestyle activities can include, but are not limited to: • walking, jogging, cycling, swimming, or team sports • yoga, Pilates, or stretching exercises • strength or resistance training • mindfulness, meditation, or breathing exercises • healthy cooking, meal planning, or trying new recipes • creative activities like music, art, dance, or drama • gardening, hiking, or other outdoor activities • social or community activities that promote wellbeing (clubs, volunteering, group events). For Level 1 and 2 Learners: Information to improve participation or evaluate effectiveness: • reflect on how enjoyable or motivating the activity is • adjust the activity to suit personal needs, abilities, or time constraints • increase or vary intensity, duration, or type of activity gradually • set short-term targets or milestones and track progress • seek support or guidance from peers, family, or instructors • monitor changes in physical or mental wellbeing (energy levels, mood, sleep, stress) • keep a diary, chart, or digital tracker to review progress and outcomes

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| | <ul style="list-style-type: none"> review and adapt goals based on results, challenges, or feedback. |
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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:

- labelling images or flashcards of healthy vs unhealthy lifestyle choices (such as food, exercise, sleep, substances)
- sorting daily activities into categories that support or harm physical and mental wellbeing
- using visual aids or posters to identify types of exercise, foods, or wellbeing practices
- matching lifestyle choices to their benefits (for example running → stronger heart)
- watching videos on physical activity, healthy eating, or mental wellbeing then discussing
- wellbeing activities: stretching, short walks, mindfulness exercises (with step-by-step prompts)
- basic goal-setting exercises with support (for example, 'I will eat fruit every day this week')
- using checklists or charts to track one health goal (such as hydration, exercise, sleep)
- group activities to explore healthy routines (for example planning a healthy meal together)
- roleplay scenarios for making healthy choices in everyday situations (such as snack choices, bedtime routine)
- sorting scenarios using a traffic light system (green = healthy choice, red = unhealthy choice, amber = sometimes/occasionally)
- using stickers, charts, or journals to record participation in wellbeing activities.

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

- creating a glossary, poster, or presentation on healthy lifestyle factors and wellbeing
- planning and participating in a range of physical or mental wellbeing activities independently
- applying practical routines for healthy eating, exercise, and sleep (for example creating a weekly exercise or meal plan)
- tracking personal health or wellbeing goals using charts, journals, apps, or digital tools
- reflecting on progress and evaluating which activities worked best and why
- roleplay scenarios requiring decision-making about healthy/unhealthy choices
- group sorting and discussion activities explaining reasoning behind choices
- setting, monitoring, and adapting personal goals over time
- using peer and self-assessment to evaluate participation in wellbeing activities
- creating simple guides, tip sheets, or 'help notes' for others about healthy habits
- critically reviewing videos or case studies about lifestyle choices and wellbeing
- participating in timed or structured challenges (such as step count targets, meal prep planning)
- presenting findings or reflections on progress, healthy activities, or lifestyle choices
- comparing the impact of different activities on physical and mental wellbeing.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as roleplay, case studies, or projects. Whilst evidence may be verbal, written, practical or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on the meeting of standards, not on spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- completed worksheets, activity sheets, and checklists
- photographs or videos of learners participating in healthy lifestyle activities
- learner journals, diaries, logs, or reflective accounts (written, audio, pictorial or digital)
- goal-setting sheets and action plans (including digital plans)
- progress tracking records (charts, apps, trackers, screenshots or online logs)
- posters, leaflets, presentations, or digital resources created by learners
- annotated plans or evaluations of activities
- peer or self-assessment records
- tutor questioning (oral or written) and learner responses
- case studies or scenario-based activities
- audio or video recordings of discussions or presentations.

Experiences

To provide a real-world context you could:

- invite a health, fitness, or wellbeing professional (such as a fitness instructor or nutrition advisor) to lead a practical session on how healthy lifestyle choices support physical and mental wellbeing in everyday life. Learners could observe the session, identify key healthy behaviours, and make simple notes or tick off activities they take part in. Learners could practise the activities demonstrated in groups or individually (for example stretching, breathing exercises, simple fitness routines, mindfulness) and discuss how these activities could be used in daily routines. Learners could then reflect on the experience by sharing one thing they learned and one healthy choice they could make as a result.
- arrange a visit to a local community or leisure setting (such as a leisure centre or a community garden) to explore how healthy lifestyle activities are supported in real-life environments. Learners could prepare questions in advance about activities offered, wellbeing support, accessibility, and how people stay active and healthy. During the visit, learners could identify different activities, facilities, or resources that promote health and wellbeing and discuss who they are suitable for. Learners could then reflect on what they observed and consider how these opportunities could support their own health goals or future interests.
- organise practical lifestyle and wellbeing activities where learners plan, take part in, and review activities linked to healthy lifestyle goals, activities such as physical exercise, relaxation techniques, healthy food preparation, or outdoor activities. Learners could practise setting goals, tracking participation, and thinking about how each activity supports physical or mental wellbeing. Learners could then discuss what they enjoyed, what challenges they faced, and how the activity helped them work towards their goal, suggesting ways they could improve or adapt their participation in the future.

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

NHS Healthy Living (Live Well UK)	Provides practical guidance on healthy eating, physical activity, sleep and everyday wellbeing choices. To find out more, go to: Healthy living - NHS
Eatwell Guide (Public Health England / NHS)	Provides a simple visual guide showing the proportions of different food groups needed for a balanced diet. To find out more, go to: The Eatwell Guide - NHS
British Heart Foundation – Healthy Living	Provides resources on staying active, eating well, and protecting long-term heart health in an accessible way. To find out more, go to: Healthy Living Keeping Your Heart Healthy - BHF
BBC Bitesize – Health and Wellbeing	Provides short, engaging articles and videos on topics like sleep, exercise, nutrition, and emotional health, designed for young learners. To find out more, go to: Health and wellbeing - BBC Bitesize
NHS – Better Health	Provides free tools to help lose weight, get active, quit smoking and drink less alcohol. Offers the following apps and information: • Couch to 5K • the Weight loss plan • healthy recipes • mental health support To find out more, go to: Better Health - NHS
Change4Life Wales	Provides child and family-friendly ideas for healthier food swaps, fun movement activities, and building daily habits. To find out more, go to: View - Hwb

The Health Challenge (NHS Wales)	A six-week project aimed at improving the health and wellbeing for children with a learning disability. Provides resources and lesson plans on the following topics: • physical health • mental health • personal care and hygiene • healthy eating • positive behaviour To find out more, go to: The Health Challenge Resources for schools - NHS Wales Performance and Improvement
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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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