

Equality, diversity, and inclusion

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	Equality, diversity, and inclusion
Suite	Skills for Life
Unit Codes	S607E1 S607E2 S607E3 S607L1 S607L2
GLH	20
Unit Aim	To develop learners' knowledge of equality, diversity and inclusion, and their skills in exploring and challenging issues in their own lives and the community.
Unit Summary	This unit introduces learners to the principles of equality, diversity and inclusion, and helps them recognise how these values contribute to positive relationships and communities. Learners explore similarities and differences between people, consider the effects of unfair behaviour that leaves people out, and identify positive ways to treat others fairly and with respect. As learners progress, they develop greater understanding of these concepts and build confidence in recognising and challenging issues in their own lives and the wider community. At Entry Level, learners develop a basic awareness of equality, diversity and inclusion. They learn simple ways that people can be the same or different and explore how unfair behaviour that leaves people out can affect others. Learners identify straightforward actions they can take to treat people fairly and include others at home, in learning environments and in their local community. The focus is on recognising and naming key ideas using familiar examples and everyday situations. At Levels 1 and 2, learners build a deeper understanding of equality, diversity and inclusion, including relevant rights, responsibilities and, at Level 2, key legislation. They examine how individual and cultural differences shape communities and analyse the impact of discrimination, prejudice and behaviour that excludes others. Learners assess issues of inequality in real-life contexts and propose positive, practical actions to challenge these issues. The focus is on developing critical thinking, greater independence and the ability to apply concepts confidently in wider social and community settings.
Curriculum for Wales	Areas of learning and experience: Learners develop personal and social understanding, exploring how equality, diversity and inclusion affect their own lives and communities. This unit links to the following Humanities statement 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> Learners will explore that different individuals have different experiences and perceptions of the world. Also, <i>Human societies are complex and diverse, and shaped by human actions and beliefs.</i> Learners will

explore how people's different beliefs drive their actions. The unit links to the following Language, literacy and communication statement of what matters: *Expressing ourselves through languages is key to communication*. Learners will explore inclusive and exclusive language. The unit links to the following Health and well-being statement of what matters: *Our decision-making impacts on the quality of our lives and the lives of others*. Learners will explore how decision-making affects their own lives and communities. Also, *How we engage with social influences shapes who we are and affects our health and well-being*. Through discussions, case studies, and practical activities, learners engage with real-life contexts, fostering empathy and understanding of human rights, social justice, and cultural diversity.

Integral and cross-curricular skills: The unit strengthens key integral skills such as Critical thinking and problem-solving, Personal effectiveness and Planning and organising. Learners practise listening and discussing sensitive topics respectfully, reflecting on their own experiences and the experiences of others. They develop Problem-solving skills when identifying unfair behaviour or suggesting inclusive actions, and they gain confidence in presenting and organising their ideas both orally and in written form. The unit also supports cross-curricular skills including Literacy and Digital competence. Learners develop speaking, listening, reading and writing skills through discussion, reflection and presentation activities, and may use digital tools to research, create presentations or share ideas.

Cross-cutting themes: Equality, diversity and inclusion are directly linked to several cross-cutting themes, including Diversity, Human rights, and Local, national and international contexts. By exploring issues such as discrimination, prejudice, and social inclusion, learners consider ethical and moral perspectives and reflect on their role in creating fair, inclusive communities. The unit encourages learners to challenge inequality and to take positive actions that promote respect and understanding across cultural and social boundaries.

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 is meant by equality, diversity and inclusion	E1 1.1 Point out what equality and diversity mean in simple terms, with support. E1 1.2 Show one reason why equality is important.	E2 1.1 Recognise the meaning of equality, diversity and inclusion in basic terms. E2 1.2 Give a statement why equality or inclusion is important.	E3 1.1 Suggest the meaning of equality, diversity and inclusion in basic terms. E3 1.2 State why equality and inclusion are important in a community.
LO2 Be aware of how people are the same and different	E1 2.1 Show one way people can be the same. E1 2.2 Show one way people can be different.	E2 2.1 Select 3 ways people may be similar. E2 2.2 Select 3 ways people may be different.	E3 2.1 Suggest 4 ways people can be similar. E3 2.2 Suggest 4 ways people can be different and how these differences can be respected.
LO3 Know how being unfair or not letting someone join in can affect people	E1 3.1 Point out an example of unfair behaviour. E1.3.2 Show how someone might feel when they are treated unfairly.	E2 3.1 Select different examples of being unfair or not letting someone join in. E2 3.2 Recognise how unfair behaviour might affect someone's feelings or confidence.	E3 3.1 Give examples of situations where being unfair or not letting someone join in may occur. E3 3.2 Suggest the possible effects of unfair behaviour on individuals or groups.
LO4 Know simple ways to promote equality, diversity and inclusion	E1 4.1 Show one way to be fair to others. E1 4.2 Show one way to include someone in an activity.	E2 4.1 Select ways they can treat others fairly in everyday situations. E2 4.2 Recognise actions that help include others at home, in learning or in the community.	E3 4.1 Suggest ways they can act fairly and respectfully towards others. E3 4.2 Give examples of simple steps they can take to help include others in different settings.

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 concepts of equality, diversity and inclusion	L1 1.1 Explain the terms equality, diversity and inclusion. L1 1.2 Describe basic rights, responsibilities or rules that support equality and inclusion.	L2 1.1 Explain the terms equality, diversity and inclusion in detail, including their relevance in society. L2 1.2 Describe key legislation, rights or responsibilities that promote equality and inclusion.
LO2 Understand how individual and cultural differences influence people and communities	L1 2.1 Describe a variety of individual and cultural differences. L1 2.2 Explain why respecting these differences benefits individuals and communities.	L2 2.1 Explain a wide range of individual and cultural differences and how they shape community life. L2 2.2 Analyse the importance of respecting differences for social harmony and community development.
LO3 Understand the effects of discrimination, prejudice and exclusion	L1 3.1 Describe different forms of discrimination or exclusion. L1 3.2 Explain how discriminatory behaviour can affect people's wellbeing.	L2 3.1 Explain various forms of discrimination, prejudice and exclusion with examples. L2 3.2 Analyse the emotional, social and practical impacts of discriminatory behaviour on individuals or groups.
LO4 Be able to explore and challenge issues of equality, diversity and inclusion in their own lives and community	L1 4.1 Identify issues related to inequality or exclusion in familiar settings. L1 4.2 Outline appropriate actions to challenge or reduce these issues positively.	L2 4.1 Review equality or inclusion issues in familiar or wider community contexts. L2 4.2 Suggest actions that could reduce or challenge these issues in constructive and realistic ways.

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 Equality, diversity, and inclusion include Community participation, Ethical choices, 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 reinforcing shared themes such as fairness, respect, community involvement and understanding others. Together, they help learners apply inclusive values across different contexts, including personal relationships, ethical decisions, workplace expectations, cultural understanding and active participation in their communities.

There may also be links to other WJEC qualifications including GCSE Social Studies, GCSE Religious 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
LO1	• Identify meanings, alternative and associated words for 'equality', 'diversity' and 'inclusion', with support and using pictorials. • Give simple, everyday examples of equality and inclusion (such as. everyone getting a turn, sharing resources). • Discuss why being fair and including others is important at home, school, or in the community.

	For Level 1 and 2 learners: • explain equality, diversity and inclusion with reference to rights, responsibilities, or basic laws • give examples of inclusive practice in school, work, or community settings • discuss why these concepts are important for individuals and society (such as being valued and safe, improved wellbeing).
LO2	• Identify ways people may be similar (for example, hobbies, favourite foods, celebrating special occasions, spending time with family and friends, similar goals – getting a job, learning new skills). • Identify ways people may be different (for example culture, abilities, language, religious beliefs and/or non-religious beliefs, age, life experience, opinion, lifestyle). • Recognise differences between people without judgement. • Discuss why it's okay for people to be different. For Level 1 and 2 learners: • explore differences and similarities in communities, such as cultural, personal or religious and/or non-religious beliefs • discuss how respecting differences improves relationships and strengthens communities • examine examples of cultural traditions, beliefs, or practices and their impact on community life.
LO3	• Recognise simple examples of unkind or unfair behaviour (such as leaving someone out of a game). • Understand basic emotional effects of being left out or treated unfairly (such as sadness, feeling lonely). • Give examples from learners' own experiences or familiar stories. For Level 1 and 2 learners: • identify forms of discrimination, prejudice, or exclusion (for example, bullying, stereotyping, unequal opportunities) • discuss emotional, social, and practical impacts on individuals and groups • use real-life or familiar examples to explore consequences and responses.
LO4	• Identify actions that show fairness and respect (such as listening, taking turns). • Suggest ways to include others in activities or conversations. • Practise these actions in familiar settings (home, class, local community).

	For Level 1 and 2 learners: • identify situations where inequality or exclusion occurs (school, work, local community) • suggest actions to address or challenge these issues positively • reflect on personal attitudes and behaviours to promote inclusive practice • plan or participate in small projects or activities that encourage fairness and inclusion.
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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 workplace or community scenarios showing fairness and inclusion (such as different community-based interests)
- discuss in pairs or small groups times they felt included or left out in learning or work settings
- create a poster or visual showing ways to treat people fairly and to promote equality
- match pictures or statements showing fair/unfair behaviour in everyday situations and using picture/word-matching exercises to explore the meaning of the key terms, 'equality', 'diversity' and 'inclusion'
- sort examples of inclusive and exclusive behaviour in familiar contexts (school, work, community)
- share personal experiences of differences and similarities with peers
- participate in group tasks where everyone has a clear role to practise inclusion
- listen to short stories or watch short videos about kindness and fairness, then discuss key messages.

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

- research equality and diversity policies in local workplaces or community organisations and discuss these
- analyse case studies of discrimination or exclusion in real vocational contexts and discuss solutions
- plan and carry out a small project to improve inclusion in a workplace or community setting
- debate scenarios where fairness and equality are challenged and propose constructive responses
- reflect on personal attitudes and behaviours in relation to inclusion and equality in a work setting
- role-play handling a conflict or difficult situation involving unfair treatment in a professional context
- interview peers, colleagues, or community members about experiences of diversity and inclusion
- create an action plan to promote fairness and inclusion in a vocational or community setting.

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:

- observation records of learners participating in role-plays or group discussions
- photographs of learner-created posters, displays, or visual aids
- completed worksheets or activity sheets showing identification of fair/unfair behaviour
- reflective journals or learning logs documenting personal experiences and insights
- video recordings of learners presenting or participating in debates and discussions
- peer feedback forms on group activities or collaborative tasks
- project plans or action plans created to promote inclusion in vocational or community settings
- case study analyses completed by learners with suggested solutions
- interview notes or summaries from discussions with peers, colleagues, or community members
- teacher observation checklists documenting demonstration of skills and knowledge
- digital presentations or slideshows on equality, diversity, and inclusion topics
- assessment grids or evidence tables linking activities to specific learning outcomes and assessment criteria.

Experiences

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

- learners can engage with people from diverse backgrounds and different age groups, gaining first-hand experience of inclusive practice. They can observe and practise fair treatment, teamwork, and supporting others in real-life situations. Reflecting on these experiences helps learners connect the concepts of equality and inclusion to everyday life.
- spending time in a workplace allows learners to see how equality, diversity, and inclusion are applied in a professional context. They can observe policies, behaviour, and practices that promote inclusion or address unfair treatment. Learners can reflect on how these practices could be implemented in their own settings or future careers.
- attending or participating in local festivals, exhibitions, or awareness events exposes learners to different cultures, traditions, and perspectives. They can discuss what they observe, ask questions, and consider how communities value diversity. This experience supports understanding of how individual and cultural differences influence communities and relationships.

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 Resources exploring gender equality, sharing identities, thinking about differences and prejudice and living peacefully together.
WRU	https://www.wru.wales/the-wru/edi/ WRU EDI mission statement. Education Learning Resources – Welsh Rugby Union – Education Learning Resources
The Sustainability Academy	https://www.thesustainabilityacademy.co.uk/kids-sdgs Resources include age-appropriate Sustainable development goals booklet.
GOT Project	https://got.uk.net/programmes/programmes-sp-517/wbq-materials/wbq-materials-sp-646 Welsh BC Global Citizenship challenge inequality – resources available bilingually.
National Centre for Religious Education in Wales	https://www.retoday.org.uk/uploads/RE%20Today%20Website/Schemes%20of%20Work/MAS%20A%20PLUS/UKS2/U2-9%20What%20can%20be%20done%20to%20reduce%20racism%202021.pdf https://www.retoday.org.uk/school-support/resources/# RE has bilingual Anti Racism resources. Will need account to access.
Humanists UK	https://understandinghumanism.org.uk/what-is-humanism/how-many-humanists-are-there/ Recognition of diversity in religion or belief.

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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