

Everyday law

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	Everyday law
Suite	Skills for Life
Unit Codes	S609E1 S609E2 S609E3 S609L1 S609L2
GLH	20
Unit Aim	To develop Learners' understanding of legal concepts that impact our daily lives, developing the skills to navigate common legal scenarios while enabling them to make informed decisions that contribute to a just and equitable society.
Unit Summary	This unit explores how the law affects everyday life and supports learners in understanding the legal concepts, rights, responsibilities, and sources of support that influence common daily situations. Through practical examples, learners gain the knowledge and confidence needed to navigate typical legal scenarios and make informed decisions that contribute to fairness, safety, and a more equitable society. At Entry Level, the unit introduces learners to the basic ideas of everyday law using simple, familiar examples. Learners develop an awareness of common legal terms, recognise their basic rights and responsibilities, and identify situations in which the law helps to keep people safe. They also learn where to go for help when facing everyday problems. The focus is on building confidence and understanding through clear, accessible activities. At Levels 1 and 2, the unit deepens learners' understanding of how the law shapes daily decision-making and interactions. Learners explore key legal concepts in greater detail, examine rights and responsibilities in a range of contexts such as work, housing, and consumer issues, and evaluate the impact of legal compliance or non-compliance. They also consider different sources of legal advice and how to assess their reliability. The unit supports learners in developing independence, critical thinking, and the ability to navigate everyday legal situations effectively.
Curriculum for Wales	Areas of learning and experience: The Everyday law unit supports the Humanities and Health & well-being Area of Learning and Experience (AoLEs) by helping learners understand how laws, rules, and responsibilities shape society. The unit relates to the Humanities 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>. The unit also develops awareness of rights and responsibilities in daily

life, connecting legal knowledge to real-world contexts such as consumer rights, employment, and community interactions.

Integral and cross-curricular skills: This unit strengthens cross-curricular skills of Literacy, Numeracy, and Digital competence by requiring learners to read and interpret legal information, communicate their understanding clearly, and evaluate sources of legal advice. It also develops integral skills including Critical thinking and problem-solving, as learners apply legal concepts to everyday situations and consider appropriate responses. The unit further supports Personal effectiveness, and Planning and organising, as learners manage information, make informed decisions, and reflect on outcomes in structured and practical tasks. Creativity and innovation are also encouraged through role-play, scenario-based learning, and producing visual or written resources that demonstrate understanding of everyday law.

Cross-cutting themes: Everyday law links directly to the Curriculum for Wales' cross-cutting themes, including Human rights and Diversity. Learners will understand the rights and responsibilities of individuals in different contexts, considering the consequences of everyday legal decisions and how to contribute to a fair and just society. The unit is also connected to Local, national and international contexts, with the link to citizenship and communities and making sense of familiar experiences. There is also a link to Careers and work-related experiences and to legal rights and obligations in work.

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 common legal terms used in everyday situations	E1 1.1 Point out simple legal words or images that are related to daily life. E1 1.2 Match simple legal words to everyday situations, with support.	E2 1.1 Recognise common legal terms used in everyday situations. E2 1.2 Point out examples of common legal terms from a set of examples of everyday situations.	E3 1.1 Suggest common legal terms used in everyday situations. E3 1.2 Give simple explanations of common legal terms using personal or familiar examples.
LO2 Be aware of individual rights and responsibilities in common daily situations	E1 2.1 Show personal rights in simple situations from a set of examples, with support. E1 2.2 Show simple responsibilities from a set of examples, with support.	E2 2.1 Recognise basic individual rights in familiar settings. E2 2.2 Recognise responsibilities relevant to everyday activities.	E3 2.1 Give examples of individual rights within everyday situations. E3 2.2 Give examples of responsibilities and how to meet them in daily life.
LO3 Know where to get help for everyday legal problems	E1 3.1 Point out people who can help with simple problems. E1.3.2 Match common symbols or signs related to help or safety.	E2 3.1 Select organisations or services that give legal help, from a set of examples. E2 3.2 Indicate what type of help these organisations or services provide.	E3 3.1 Give examples of different sources of legal help for everyday issues. E3 3.2 State what type of help these different sources of legal help provide and when it is appropriate to seek help from each source.

LO4 Be able to recognise everyday situations where the law applies	E1 4.1 Show simple situations where rules or laws are needed from a set of examples, with support. E1 4.2 Match examples into 'legal/not legal' situations, with support.	E2 4.1 Recognise common situations influenced by law. E2 4.2 Give simple examples of lawful and unlawful behaviour.	E3 4.1 Give examples of everyday situations that involve laws or regulations. E3 4.2 Suggest why laws are needed in these everyday situations.
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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 key legal concepts and terms relevant to everyday life	L1 1.1 Define common legal terms. L1 1.2 Use these terms in everyday scenarios.	L2 1.1 Explain key legal terms and their significance in daily life. L2 1.2 Analyse how these terms apply in a variety of scenarios.
LO2 Understand individual rights and responsibilities in a range of everyday legal contexts	L1 2.1 Describe key rights and responsibilities relevant to daily life. L1 2.2 Identify how these rights and responsibilities apply in given scenarios.	L2 2.1 Explain individual rights and responsibilities and their legal basis. L2 2.2 Evaluate how rights and responsibilities influence decision-making in real-life situations.
LO3 Know how to access legal advice and support for everyday issues	L1 3.1 Identify appropriate sources of legal help for everyday problems. L1 3.2 Describe the type of guidance or support each source provides.	L2 3.1 Compare different sources of legal advice in terms of purpose, reliability, and accessibility. L2 3.2 Identify appropriate sources of advice based on given legal problems, with justification.
LO4 Be able to recognise how the law affects everyday situations and decision-making	L1 4.1 Describe how laws influence typical situations. L1 4.2 Identify the potential consequences of deciding to follow or break the law in these situations.	L2 4.1 Explain the legal principles involved in common everyday situations. L2 4.2 Assess the impact on individuals and society of deciding to comply with or break the law.

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 Everyday law include Community participation, Democracy in action, Looking after others, Financial literacy, Home management and maintenance, Online safety, Equality, diversity, and inclusion, Ethical choices, Values for life, Rights and responsibilities in the workplace, Fairness and inclusion in the workplace. These units complement each other by reinforcing learners' understanding of how rights, responsibilities, and legal principles shape everyday life, community involvement, and workplace behaviours. Together, they provide a holistic approach that builds practical life skills, ethical awareness, and confidence in navigating real-world situations safely, fairly, and responsibly.

There may also be links to other WJEC qualifications including GCSE Social Studies, GCSE Religious Studies, and Law 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	• Recognise simple legal words and terms such as rules, law, police, rights, contract, consent. • Match legal words to familiar daily-life situations (for example 'police' – contacting the police if someone is in danger or a crime happens; 'contract' – signing an agreement for a mobile phone or job; 'law' – rules about not stealing from a shop). • Use basic legal terms in short, supported discussions.

	For Level 1 and 2 learners: - Define key legal terms accurately (contract, consent, consumer rights, etc.). - Explain legal terms in practical everyday contexts. - Apply terminology to realistic scenarios in work, housing, or consumer interactions.
LO2	- Identify basic personal rights (being protected from harm; respect – personal space, privacy, being treated politely; access to services – doctor, dentist, public transport, libraries). - Recognise simple responsibilities (following rules – waiting for your turn, following safety rules crossing the road; treating others fairly – sharing toys or resources, listening to others politely). - Give examples from familiar contexts, such as home, school, or community. For Level 1 and 2 learners: - Describe rights and responsibilities in multiple contexts, including community, workplace/employment, and consumer scenarios. - Explain the legal basis for rights and responsibilities. - Consider how rights and responsibilities guide decision-making and behaviour.
LO3	- Identify people or organisations who can help (teachers, police, Citizens Advice). - Understand the type of support each source provides. - Know when it is appropriate to ask for help. For Level 1 and 2 learners: - Identify different sources of legal advice and support. - Evaluate reliability and appropriateness of these sources for specific situations. - Recommend suitable sources of help for various everyday legal problems. - Purpose, reliability, and accessibility of legal sources (e.g. including factors such as professional status, accuracy of information, cost, and ease of access). - Apply these comparisons to everyday legal scenarios to justify which source of advice would be most appropriate for a specific issue.
LO4	- Recognise situations where rules or laws are important (buying items, safety rules, community rules). - Sort examples into 'legal' and 'not legal' categories with support. - Explain why laws are needed in simple, familiar situations.

For Level 1 and 2 learners:

- Explain how laws influence typical activities and interactions (e.g. renting, employment, consumer purchases).
- Assess consequences of complying with or breaking laws. Analyse legal principles in everyday scenarios to make informed decisions – understand how the law works in practice (e.g. buying faulty goods – the right to a refund or replacement and the process of returning the item; contract of employment – sets out rights and responsibilities, describe what happens if a contract is breached).

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:

- Use picture cards to match simple legal words (for example police, rules, safety) to everyday situations.
- Complete role-play activities showing basic rights and responsibilities at home, in school, or in the community.
- Sort scenarios into 'legal/not legal' using visual prompts.
- Take a guided visit or virtual tour of a local service (for example. library, police station) to learn about support available.
- Work in small groups to identify people who can help in common problems, using photos or case cards.
- Use simple stories to highlight when someone should ask for help and who they could go to.
- Create a class poster showing personal rights and responsibilities with drawings and key words.
- Take part in a structured discussion on everyday rules (for example workplace rules, safety rules) using sentence starters for support.

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

- Analyse short case studies involving everyday legal issues (for example faulty goods, workplace rights, tenancy problems) and discuss possible actions.
- Compare different sources of legal advice (websites, charities, services) and evaluate their reliability and purpose.
- Conduct a mock problem-solving task where learners identify a legal issue and recommend appropriate support.
- Explore legal terminology by applying key terms to realistic workplace or community scenarios.
- Role-play common legal situations, such as returning goods or reporting unsafe conditions, to practise communication and decision-making.
- Create a flowchart showing steps to take when facing an everyday legal problem (for example reporting to an employer, contacting Citizens Advice).
- Research a real-life example of a law affecting daily life and present findings to the group.
- Participate in a structured debate on a simple legal or ethical issue, demonstrating respect for rights, responsibilities, and differing viewpoints.

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, matching activities, or scenario sorting tasks.
- Learner notes, mind maps, or annotated materials produced during lessons.
- Photographs of practical activities, role-plays, group tasks, or displays.
- Audio or video recordings of discussions, role-plays, or learner explanations.
- Observation records or witness statements from tutors or workplace supervisors.
- Learner reflections, journals, or personal statements about what they learned.
- Case study responses showing how learners applied legal concepts to scenarios.
- Completed flowcharts, diagrams, posters or visual summaries.
- Research findings or short presentations created by learners.
- Evidence of online research, such as screenshots of legal support services reviewed.
- Participation checklists or records of engagement in practical tasks or debates.
- Question-and-answer records, quizzes, or simple tests assessing understanding.

Experiences

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

- Arrange a visit to a local Citizens Advice Bureau or Community Legal Service. Learners can speak with advisors to understand the types of everyday legal issues people commonly face, such as housing, employment, or consumer disputes. They can see how professionals gather information and guide individuals toward solutions, reinforcing the idea of seeking appropriate support. This experience helps learners connect classroom concepts to real services they may use in their own lives.
- Arrange a visit to a Magistrates Court or observe a virtual court hearing. Watching real cases helps learners see how laws are applied in practice and how decisions are made based on evidence and responsibilities. It provides insight into consequences of legal and illegal behaviour, strengthening their understanding of rights, responsibilities, and compliance. This experience promotes critical thinking as learners reflect on how everyday actions can lead to legal outcomes.
- Arrange a visit to a workplace or community setting. Learners can observe how laws such as health and safety, consumer rights, or data protection are applied in real working environments. They can speak with staff or managers about how they follow rules, deal with complaints, or protect people's rights. This helps learners understand the practical importance of legal concepts and see how everyday law influences vocational settings.

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

Citizens Advice	Offers information about legal rights in areas such as housing, employment, consumer protection and family law. Website: https://www.citizensadvice.org.uk
Children's Legal Centre Wales	Home Children's Legal Centre Wales Children's Legal Centre Wales are currently developing nine educational resource packages on law in Wales, due to be released in September 2026: Knowledge Is Power: Building Legal Literacy with Children in Wales Children's Legal Centre Wales
Child Law Advice	Offers child-friendly resources about young people's rights in Wales and England. Website: https://childlawadvice.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
The Equality and Human Rights Commission (EHRC)	Offers guidance and resources on human rights, equality and fairness in everyday life. Website: https://www.equalityhumanrights.com/en
Liberty (Human Rights)	Offers real-life case studies and resources on UK civil liberties and rights campaigns. Website: https://www.libertyhumanrights.org.uk
Shelter Cymru	Offers legal and housing advice with youth-friendly services across Wales. Website: https://sheltercymru.org.uk
Meic	Youth platforms that offer advice, legal rights information and advocacy on education, family, wellbeing and personal safety. Website (Meic): Home Page - Meic
Your Rights Explained – Senedd Cymru	Information about laws and legal responsibilities in Wales and how to take part in change. Website: https://senedd.wales
UNICEF – Rights Respecting Schools	Resources to support learning about children's rights in the classroom. Website: https://www.unicef.org.uk/rights-respecting-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.

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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