

Understanding self and others

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	Understanding self and others
Suite	Skills for Life
Unit Codes	S627E1 S627E2 S627E3 S627L1 S627L2
GLH	20
Unit Aim	To develop learners' emotional intelligence and interpersonal skills, to be self-aware, understand their identity, recognise differences and similarities with others, and foster healthy relationships and social interactions.
Unit Summary	This unit focuses on developing learners' emotional intelligence, self-awareness and interpersonal skills. It explores how individuals understand their own feelings, identity and experiences, as well as how they perceive and relate to others. Learners will consider the value of diversity, practise positive social interactions, and begin to understand what helps to build healthy relationships. The unit aims to support personal growth, respectful communication and effective social engagement at a level appropriate to each learner's stage of development. At Entry Level, the unit introduces the skills needed to recognise emotions, describe simple aspects of identity and acknowledge similarities and differences with others. Learning is highly practical and supported, with an emphasis on helping learners develop basic social behaviours such as greeting others, sharing, taking turns and responding appropriately in familiar situations. The focus is on building confidence, understanding feelings, recognising personal qualities and becoming more comfortable interacting positively within their immediate environment. At Levels 1 and 2, the unit explores these themes in greater depth and with increasing independence. Learners develop more advanced self-awareness by reflecting on how their thoughts, emotions and behaviours influence themselves and their relationships. They examine factors that shape personal identity, including experiences, cultural influences and personal values. Learners analyse similarities and differences within diverse groups and consider the importance of respect, empathy and inclusion. They also strengthen key interpersonal skills such as effective communication, conflict resolution and maintaining healthy, positive relationships in a range of social situations.
Curriculum for Wales	Areas of learning and experience: The Understanding self and others unit closely supports the Health and well-being Area of Learning and Experience by helping learners recognise their emotions, build self-awareness and develop positive social

relationships. It encourages learners to understand their identity, manage their feelings and communicate appropriately with others, aligning with the AoLE's focus on developing confident, empathetic and resilient individuals. The unit also connects with the Humanities AoLE by encouraging learners to appreciate diversity, understand different perspectives and recognise how people's experiences shape their identities, and supports progress towards the Statement of What Matters: *Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action*. Elements of the Languages, literacy and communication AoLE are also supported through structured conversations, active listening and opportunities to express thoughts and feelings clearly and respectfully.

Integral and cross-curricular skills: This unit contributes to the development of the integral skills of Creativity, Critical thinking, Personal effectiveness and Planning. Learners explore their own responses and behaviours, make considered decisions in social situations and reflect on how actions affect themselves and others. Communication skills are strengthened as learners share experiences, listen to peers and practise expressing emotions and ideas clearly. At higher levels, learners evaluate cultural influences, question assumptions and use problem-solving strategies to resolve conflict and maintain positive relationships. These experiences help learners become more confident, capable and thoughtful contributors in a range of personal and social contexts.

Cross-cutting themes: This unit supports key cross-cutting themes including Relationships and sexuality (RSE), Diversity and Human rights. Through exploring identity and differences, learners gain an appreciation of fairness, respect and inclusion. The unit also promotes respect for rights, encouraging learners to value their own dignity and that of others. By developing empathy, social awareness and emotional intelligence, the unit contributes to the wider aim of preparing learners to be ethical, informed citizens who are able to interact positively within a multicultural society. The unit also supports Careers and work-related experiences because self awareness is a key part of career planning.

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 personal feelings and emotions	E1 1.1 Show basic feelings using words, signs or symbols. E1 1.2 Show how a feeling affects them through simple expression or choice.	E2 1.1 Recognise several different emotions. E2 1.2 Give a simple reason for feeling a particular emotion.	E3 1.1 Suggest a range of emotions and how they feel. E3 1.2 Suggest what may trigger certain emotions.
LO2 Know aspects of their own identity	E1 2.1 Point out simple personal information. E1 2.2 Show one thing that makes them unique.	E2 2.1 Give several personal interests. E2 2.2 Recognise groups they belong to.	E3 2.1 Give information about their values, interests and strengths. E3 2.2 Give a description of how their identity is shaped by different experiences or groups.
LO3 Be aware of similarities and differences between themselves and others	E1 3.1 Show one similarity with another person. E1 3.2 Show one difference with another person.	E2 3.1 Recognise shared interests or traits with others. E2 3.2 Recognise differences in preferences or characteristics.	E3 3.1 Give examples of similarities in experiences, interests or backgrounds. E3 3.2 Suggest differences respectfully and without judgement.
LO4 Be able to demonstrate ways to build positive relationships and interact socially	E1 4.1 Show a simple positive social behaviour. E1 4.2 Show a way of interacting with others.	E2 4.1 Show appropriate social behaviour in a familiar situation. E2 4.2 Follow a basic instruction when interacting with others.	E3 4.1 Demonstrate positive social skills in everyday interactions. E3 4.2 Take part in a social interaction, responding appropriately.

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 Be able to demonstrate self-awareness and emotional intelligence by reflecting on thoughts, feelings and behaviours.	L1 1.1 Describe their own feelings and behaviours in different situations. L1 1.2 Identify how their behaviour may affect others.	L2 1.1 Explain how thoughts and emotions influence behaviour. L2 1.2 Evaluate how their behaviour impacts relationships with others.
LO2 Understand personal identity and the factors that shape it	L1 2.1 Describe aspects of their identity, including values and influences. L1 2.2 Explain how experiences or environments contribute to their sense of self.	L2 2.1 Analyse how personal, social and cultural factors influence identity. L2 2.2 Reflect on how their identity has developed over time.
LO3 Understand similarities and differences between individuals and groups	L1 3.1 Identify similarities and differences between themselves and others. L1 3.2 Describe why diversity is important in relationships and communities.	L2 3.1 Explain the value of similarities and differences within diverse groups. L2 3.2 Analyse how stereotypes or assumptions may affect interactions.
LO4 Be able to demonstrate interpersonal skills that support healthy relationships and positive social interaction	L1 4.1 Demonstrate effective communication skills in a group or pair activity. L1 4.2 Outline strategies for resolving simple conflicts or misunderstandings.	L2 4.1 Apply effective communication and empathy in a range of social situations. L2 4.2 Use appropriate strategies to manage conflict and maintain positive relationships.

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 Understanding self and others include Values for life, Ethical choices, Looking after others, Teamwork, Equality, diversity, and inclusion, and Personal development planning. These units complement each other by reinforcing personal and social skills development across a variety of contexts. Learners are encouraged to reflect on their values and decision-making, while also practising empathy, cooperation, and respect for others, helping to strengthen self-awareness and the ability to build positive relationships.

There may also be links to other WJEC qualifications including GCSE Social Studies and Psychology 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	• Becoming familiar with common emotions (happy, sad, angry, worried, excited). • Recognising emotions in themselves using words, pictures, symbols or gestures. • Noticing how the body feels when experiencing different emotions. • Beginning to link emotions to simple events or triggers in daily life.

	For Level 1 and 2 learners: • exploring a wider range of emotions and how they influence behaviour • identifying personal triggers and recognising patterns in reactions • reflecting on strengths, challenges and typical emotional responses • considering how their behaviour affects relationships and social situations.
LO2	• Sharing simple facts about themselves (name, family, likes, dislikes). • Recognising personal qualities or things they enjoy. • Understanding that everyone is different and special in their own way. • Beginning to recognise groups they belong to (family, class, club, team). For Level 1 and 2 learners: • examining personal qualities, values, interests and beliefs • understanding how family, culture, experiences and environment shape identity • considering how identity can change over time • discussing how different aspects of identity influence choices and relationships.
LO3	• Noticing simple likenesses (same interests, same hair colour, same hobbies). • Recognising obvious differences in appearance, preferences or routines. • Developing respectful language when discussing differences. • Understanding that differences are normal and positive. For Level 1 and 2 learners: • exploring diversity in backgrounds, cultures, abilities and perspectives • recognising the benefits of diversity for communities and relationships • challenging stereotypes and bias in everyday situations • reflecting on how assumptions about others can affect interactions (using respectful examples, such as assuming that someone is not good with technology because of their age, assuming a person prefers certain hobbies or activities because of their gender, assuming someone is unfriendly because they are reserved or quiet).

LO4

- practising basic social behaviours (greeting, taking turns, sharing, listening)
- showing kindness and cooperation in simple group or paired activities
- understanding what it means to be a 'good friend'
- responding appropriately to others' feelings and needs with support

For Level 1 and 2 learners:

- Developing effective verbal and non-verbal communication skills.
- Practising empathy and active listening in varied social contexts.
- Using strategies for resolving conflict and managing disagreements (conflicts such as disagreeing over roles or responsibilities during a group task, wanting to use the same equipment at the same time as someone else, one learner being excluded from a group conversation).
- Maintaining healthy boundaries and positive relationships in different settings.

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:

- emotion cards: learners match faces to feeling words or symbols
- 'All About Me' poster: learners share their interests, likes, and simple personal information
- paired interviews: learners ask and answer simple questions about similarities and differences (such as colour, food, hobby, pet, favourite subject or game)
- role-play greetings and simple social interactions in familiar settings (such as greetings: saying hello, introducing yourself, asking someone's name; social interactions: asking for help politely, asking how someone is and responding appropriately)
- sharing circle: learners describe how they feel about a given scenario (such as meeting someone new for the first time, starting a new class) or activity (such as taking part in a group game or task)
- sorting activity: identifying positive and negative behaviours in social situations (such as positive reactions to someone talking: people nodding and listening or asking questions once the speaker has finished; negative behaviour: someone rolling their eyes, talking over the speaker, yawning)
- simple group tasks: taking turns and cooperating to complete a short activity (such as passing a ball around whilst naming colours, building a simple puzzle together)
- storytime discussion: talk about characters' emotions and how they interact with others.

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

- reflective journaling: learners record thoughts, feelings, and reactions to social situations
- group discussions on personal identity and the factors that influence it
- case studies: analysing scenarios showing similarities, differences, and diversity in groups

- role-play or simulations of conflict resolution in vocational or everyday contexts
- peer feedback activities to practise communication, empathy, and active listening
- project-based tasks: planning and completing a small group project collaboratively
- debates or structured discussions about stereotypes, diversity, and inclusion
- self-assessment and goal-setting exercises to develop emotional intelligence and social skills

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, group tasks or discussions
- completed emotion cards or feelings charts
- 'All About Me' posters, identity boards or personal profiles
- reflective journals or diaries documenting thoughts, feelings and reactions
- peer and tutor feedback forms on social interactions and communication
- recorded or video evidence of learners demonstrating interpersonal skills
- photographs of learners engaging in collaborative activities or projects
- case study analysis notes or worksheets completed by learners
- worksheets or forms identifying similarities and differences between learners
- goal-setting and self-assessment records showing progress in emotional intelligence
- participation logs for group discussions, debates or structured conversations
- evidence of practical tasks or projects completed collaboratively, including any supporting documentation or evaluation.

Experiences

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

- learners could support a local charity, community centre or care home, interacting with different people and helping with small tasks. This experience allows learners to practise empathy, communication and teamwork in real-life situations. They can reflect on how their actions affect others and develop a better understanding of social diversity and inclusion.
- A short placement in a café, retail shop or workshop enables learners to experience a workplace environment and engage with colleagues and customers. They can practise interpersonal skills, respond appropriately to feedback, and understand the expectations of professional behaviour. This provides a safe setting to reflect on identity, roles and the impact of personal behaviours in social and vocational contexts.
- Learners could work together to organise a small event, activity or campaign, such as a charity fundraiser, sports day or awareness project. Working together develops teamwork, communication and problem-solving skills while highlighting similarities and differences in opinions, strengths and approaches. Learners reflect on their role in the team, manage emotions, and experience the rewards of positive social interaction and collective achievement.

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

ROSPA (Royal Society for the Prevention of Accidents)	Resources, campaigns and guidance on accident prevention, safety in the home, on the road and in communities. Website: https://www.rospa.com
RNLI (Royal National Lifeboat Institution)	Educational resources and campaigns promoting water safety, drowning prevention and community awareness. Website: https://rnli.org
Swim Wales	Provides resources, programmes and campaigns on swimming, water safety and healthy lifestyles in Wales. Website: https://www.swimwales.org
Meic (Wales)	A helpline and advocacy service for young people in Wales. Includes resources and support around feelings, relationships and rights. Website: Home Page - Meic
YoungMinds	Mental health charity supporting young people with emotional literacy, self-expression and peer relationships. Website: https://www.youngminds.org.uk
The Mix	Free support for under-25s on identity, relationships, mental health and belonging. Website: https://www.themix.org.uk
Children's Commissioner for Wales	Resources and campaigns linked to rights, inclusion, well-being and belonging. Website: https://www.childcomwales.org.uk
Anti-Bullying Alliance	Tools to help learners understand inclusion, exclusion and the impact of belonging. Website: https://www.anti-bullyingalliance.org.uk
Empathy Lab	Empathy-building resources using books and storytelling. Website: https://www.empathylab.uk
UNICEF Rights Respecting Schools	Supports schools in embedding the UN Convention on the Rights of the Child (UNCRC). Relevant to identity, belonging and respectful relationships. Website: https://www.unicef.org.uk/rights-respecting-schools
Ditch the Label	A charity focused on challenging labels, stereotypes, and supporting inclusive identity development. Website: https://www.ditchthelabel.org

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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