

Faith and Belief in the Community

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

Contents

Unit Aim.....	3
Progression Across Levels	4
Assessment Approach.....	5
Entry Level 1.....	7
Entry Level 2.....	7
Entry Level 3.....	8
Level 1	9
Level 2	9
Unit Content	10
Entry Level 1.....	10
Entry Level 2.....	12
Entry Level 3.....	15
Level 1	18
Level 2	21

Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The 'Faith and Belief in the Community' suite of units has been designed to develop learners' cultural understanding, tolerance and appreciation within the community, exploring faith and belief.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	E1	E2	E3	L1	L2
Beliefs & Values	Recognise simple differences	Identify & group	Explain meaning	Describe expression & influence	Analyse differences & moral meaning
Places of Worship	Identify one	Identify & sort by type	Describe significance in belief expression	Link to culture/identity	Analyse in comparison of belief systems
Customs & Traditions	Recognise examples	List & explore similarities/differences	Explain expression of belief	Describe role in identity	Analyse role in society
Influence on Behaviour	Simple examples	Examples of participation & respect	Explain influence on behaviour	Describe personal impact	Analyse societal interactions
Diversity in Communities	Identify basic benefits	Identify visible diversity & joint participation	Recognise challenges & solutions	Present viewpoints about others' beliefs	Evaluate how communities manage belief differences
Respect	Simple benefits of diversity	Examples of respect	Community responses	Strategies for respect	Analytical understanding of respect strategies

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

There are no specific requirements for teaching these units above or beyond what is outlined in the qualification specifications.

Teaching staff must be suitably trained and confident in managing sensitive discussions. They must be aware of safeguarding requirements given that scenarios may include bullying, mental health, discrimination, consent and ethics.

Support staff may be required to help monitor sensitive discussions and support learners.

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitably resources are available to deliver and assess this unit.

As a minimum this should include:

- an appropriate teaching space to allow for multiple group discussions to take place at the same time.
- Lesson Plans
- Visual Aids - A projector, laptop, or screen to show presentations, videos etc.

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the levels, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether it has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit suite.

Entry Level 1

Assessment of Faith and Belief in the Community at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Matching	Match places of worship to names; match festival images to festival names; match symbols to community activities
Pointing / Selecting	Point to the correct place of worship on a picture sheet; select items linked to celebrations (e.g., candle, food, card)
Picture Selection	Choose pictures showing ways people help in the community (e.g., charity shop, food bank, faith-based outreach)
Simple Discussion	Answer one short question: “What do you see in this picture?” or “Which place is this?”
Basic Worksheets	Tick-box sheet: “Which of these is a place of worship?”; “Which activity helps the community?”

Entry Level 2

Assessment of Faith and Belief in the Community at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Grouping	Group pictures into categories such as: celebrations, places, community help
Listing	List two ways people help their community; list two items used in a celebration
Categorising	Sort activities into religious / community-based / charity (non-judgemental categories)
Exploring Similarities	Identify one similarity between two celebrations (e.g., “both use lights”; “both involve food”)
Short Descriptions	Describe one way a faith or belief group supports local people; describe a place of worship using 1–2 short sentences

Entry Level 3

Assessment of Faith and Belief in the Community at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Simple Explanations	“Explain why this festival is important to the community” (one sentence)
Cause/Effect Tasks	“What might happen if people do not show respect in a place of worship?”
Identifying Challenges	Identify one challenge faced by a community group (e.g., needing volunteers)
Reflection Activities	Describe one respectful behaviour when visiting a place of worship or community space
Structured Descriptions	Create a brief description of a celebration, event, or place of worship (3 key features)
Scenario Interpretation	Interpret a simple scenario: “A community group is organising a food drive—what are they doing and why?”

Level 1

Assessment of Faith and Belief in the Community at Level 1 should include:

Assessment Type	Examples of Tasks
Detailed Description	Describe how a community group helps others; describe features of a celebration or practice
Personal Reflection	Reflect on what they learned from a visit/video/guest speaker; describe how they showed respect
Outlining Reasons	“Give two reasons why this celebration is important to the community”; “Why is respecting beliefs important?”
Presenting Views	Provide a personal view in a non-evaluative way: “Which community activity would you join and why?”
Structured Community Profiles	Create a profile of a local group: activities, who they help, why it matters
Scenario-Based Reasoning	“A friend is visiting a place of worship—what advice would you give them to be respectful?”

Level 2

Assessment of Faith and Belief in the Community at Level 2 should include:

Assessment Type	Examples of Tasks
Analysis	Analyse how a faith or belief group contributes to community wellbeing (e.g., food banks, youth groups, advocacy)
Comparison	Compare two celebrations, community projects or belief-based actions (factual, not evaluative of beliefs)
Structured Argument	“Make a case for why community events strengthen local relationships”
Evaluative Judgement	Evaluate the impact of a community project (use simple evidence: attendance, feedback, outcomes)
Evidence-Supported Reflection	Reflect on a visit or resource: “What did I learn? What evidence supports this view?”
Reasoned Explanations	Explain why respectful behaviour matters; explain how beliefs influence community traditions

Unit Content

Entry Level 1

Unit Title: Faith and Belief in the Community

Unit Reference Number: CBM071

Level: Entry Level One

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: Develop Learners' cultural understanding, tolerance and appreciation within the community, exploring faith and belief.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know that people in the community can have different faiths and beliefs	1.1 Give examples of ways people can be different from each other
	1.2 Give examples of why having different faiths or beliefs can be positive in a community
2. Know some faiths and beliefs in the community	2.1 Name different faiths or belief systems found in the community
	2.2 Identify a place where people practice a faith or belief in Wales

Indicative Content

LO1 AC 1.1 Learners must identify at least two examples of how people can differ e.g., different languages, clothing, foods, customs, faiths, beliefs, celebrations. Identification can include verbal, gesture or written communication.

AC 1.2 Learner must give two examples of the benefits of having different faiths/beliefs in the community e.g., learning new things, enjoying different celebrations, trying new foods, meeting different people. Giving examples can include verbal, gesture or written communication.

LO2 AC 2.1 Learners must name (verbally or in writing) two different faiths or beliefs within the community. Naming can include verbal, gesture or written communication.

AC 2.2 Learners must identify at least one familiar place where people practise a faith or belief in Wales e.g., church, mosque, temple, gurdwara, meeting hall. Identification can include verbal, gesture or written communication.

Principles of Progression	Progression 1 - I am beginning to develop my awareness of similarities and differences between people.
Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy/ Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Sustainable practices (e.g., through community projects or interfaith environmental initiatives)

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Promotes understanding of rights, inclusion, and diverse identities and cultures.
Religion, Values and Ethics	This unit also links to the Curriculum for Wales Religion, Values and Ethics.

Entry Level 2

Unit Title: Faith and Belief in the Community

Unit Reference Number: CBM072

Level: Entry Level Two

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: Develop Learners' cultural understanding, tolerance and appreciation within the community, exploring faith and belief.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know about places where people practice faiths and beliefs in Wales	1.1 Identify different places where people practise faiths and beliefs in Wales
	1.2 Group these places into different types
2. Know about customs and traditions in communities in Wales	2.1 List customs or traditions linked to Wales, including: a) Festivals b) Symbols c) Foods
	2.2 Explore cultures or traditions from different cultural communities found in Wales
3. Know how diversity affects communities	3.1 Identify ways that diversity can be seen in a community
	3.2 Give examples of how people from different backgrounds can take part together in community life
	3.3 Give examples of how people show respect for others who have different beliefs, customs or traditions

Indicative Content

LO1 Learners should explore a range of spaces and begin to sort/classify.

AC1.1 examples:

- Churches, chapels
- Mosques
- Temples (Buddhist, Hindu)
- Synagogues
- Gurdwaras
- Multi-faith centres
- Humanist or secular meeting spaces.

AC 1.2 examples

- different faiths
- different purposes
- different styles of buildings.

LO2 AC 2.1 Learners must list at least one example for each bullet point, e.g.

Festivals:

- Eisteddfod
- Saint David's Day.

Symbols

- The Welsh flag.

Food

- cawl
- laver bread
- Bara brith.

AC 2.2 Learners must explore at least two different customs or traditions, e.g.,

- Diwali (festival)
- Holi (celebration)
- Ramadan / Eid
- Passover
- Chinese New Year
- Vaisakhi
- Cultural foods, clothing, language.

Learners might identify some similarities and differences between the examples e.g.,

- Both have special food
- Both involve family gatherings
- One uses lights, one uses music
- One celebrates a saint, another a season
- Colours, clothing, activities.

LO3 AC 3.1 Learners must identify at least two ways that diversity can be seen in the community e.g.,

- different languages spoken
- different celebrations in the community
- cultural food shops, restaurants
- social clubs or groups linked to different backgrounds
- varied clothing and traditions
- mixed community events (e.g., multicultural festivals).

AC3.2 Learners should give at least two examples of ways to participate in the community e.g.,

- attending local events together
- children from different backgrounds playing or learning together
- joining community centres, sports clubs, youth clubs
- trying each other's foods or festivals
- working or volunteering together.

A3.3 examples could include:

- listening to others
- not interrupting during rituals or customs
- using people's chosen names
- accepting different food rules
- allowing space for prayer
- being kind and polite
- learning about others' customs.

Principles of Progression	Progression Step 2-I have explored and am aware of diversity in communities.
Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy/ Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Sustainable practices (e.g., through community projects or interfaith environmental initiatives).

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Promotes understanding of rights, inclusion, and diverse identities and cultures
RVE	This unit also links to the Curriculum for Wales Religion, Values and Ethics.

Entry Level 3

Unit Title: Faith and Belief in the Community

Unit Reference Number: CBM073

Level: Entry Level Three

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: Develop Learners' cultural understanding, tolerance and appreciation within the community, exploring faith and belief.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know about faith and belief	1.1 State what is meant by: a) Faith b) Belief
	1.2 Give examples of personal or community beliefs
2. Know how different beliefs are expressed	2.1 Identify why personal beliefs are important to people
	2.2 Give ways that people show or practise their beliefs
	2.3 Give examples of how beliefs can influence people's behaviour in daily life
3. Know how different beliefs influence community life	3.1 Give examples of how beliefs or belief groups can have a positive effect on the community
	3.2 Explain one way that differences in beliefs might create challenges or misunderstanding in a community
	3.3 Give examples of how communities can respond positively to these challenges

Indicative Content

- LO1 AC 1.1 e.g.,
- "Faith" as a religious or spiritual tradition.
 - "Belief" as ideas or values people hold (can include non-religious beliefs).
- AC 1.2 Learners must give at least two examples of personal beliefs e.g.,
- caring for the environment

- equality and fairness
- belief in a religion or deity
- belief in human rights
- personal beliefs about lifestyle.

LO2 AC 2.2 Examples include:

- clothing (e.g., head coverings, modest dress)
- food choices or fasting
- celebrations (Diwali, Eid, Easter, Passover, etc.)
- attending places of practice
- charitable actions or volunteering
- storytelling, symbols, language.

AC 2.3 Examples include:

- being kind / showing honesty
- resting on certain days
- not eating certain foods
- celebrating festivals
- choosing particular social or family practices.

LO3 AC 3.1 Examples include:

- faith groups doing charity work
- community festivals
- shared values such as kindness, fairness
- volunteering
- community centres
- support for vulnerable people.

AC 3.2 Examples include:

- not understanding why someone behaves differently
- differences in food rules or clothing
- different celebration days
- language misunderstandings
- different ideas about rules.

AC 3.3 Examples include:

- multicultural events
- assemblies / lessons about beliefs
- shared spaces that welcome everyone
- community groups working together
- posters promoting respect
- buddy schemes or dialogues.

Principles of Progression	Progression Step 3 - I can describe and explain the ways in which my life is similar and different to others, and I understand that not everyone shares the same experiences, beliefs and viewpoints.
Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy/ Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Sustainable practices (e.g., through community projects or interfaith environmental initiatives).

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Promotes understanding of rights, inclusion, and diverse identities and cultures
RVE	This unit also links to the Curriculum for Wales Religion, Values and Ethics.

Level 1

Unit Title: Faith and Belief in the Community

Unit Reference Number: CBM074

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: Develop Learners' cultural understanding, tolerance and appreciation within the community, exploring faith and belief.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand how faith, beliefs, tradition and culture shape identity and community	1.1 Describe how faith and beliefs are expressed through: a) culture b) tradition c) customs
	1.2 Give examples of Welsh traditions, cultures or customs and how they help shape Welsh identity
2. Understand how beliefs and values influence individuals and communities	2.1 Describe how their own beliefs and values influence: a) their behaviour b) their relationships with others c) their involvement in community or group activities
	2.2 Outline how people can show respect for beliefs and values that differ from their own
	2.3 Describe factors that have influenced their own beliefs and values
3. Be able to recognise and present views about beliefs in the community	3.1 Outline a belief held by people in their community that is different from their own beliefs
	3.2 Give opinions or reasons supporting why this belief is important to the people who hold it

Indicative Content

- LO1 AC 1.1 Learners must describe ways in which both faith and belief are expressed through culture and tradition. Examples include:
- festivals (Eid, Diwali, Easter, Passover, Vaisakhi, Christmas)
 - rituals (fasting, prayer, lighting candles, singing)
 - clothing
 - language or stories
 - symbols
 - communal activities.

AC 1.2 Learners must include three (3) examples of how Welsh faith and beliefs make Wales unique globally. Examples include:

- Eisteddfod
- St David's Day
- Cawl, Welsh cakes, bara brith
- The Welsh dragon / Y Ddraig Goch
- Welsh hymns and singing traditions
- Urdd participation
- Chapel and choral traditions (non-hierarchical presentation).

- LO2 AC 2.1 Learners must show through reflection how their own beliefs and values impact them e.g.,

How personal beliefs/values influence behaviour:
kindness, fairness, diet, clothing choices, attending events, helping others, honesty, celebrating certain festivals

How beliefs/values influence others and society:
community rules, volunteering, charity work, social expectations, group belonging

AC 2.2 Respectful behaviour could include:

- inclusive language
- listening without judgement
- welcoming others' customs
- allowing space for different practices (food, prayer, clothing)
- learning about differences.

AC 2.3 Learners describe at least two factors that have influenced their personal beliefs and values, e.g.,

- family
- culture
- online media
- education
- lived experiences

	• peers • local community.
LO3	AC 3.1 Other beliefs may include: • religious beliefs (Christian, Muslim, Jewish, Sikh, Hindu, Buddhist) • non-religious beliefs (Humanist, environmentalist, ethical veganism, equality-focused beliefs). AC 3.2 This criteria includes e.g., • giving reasons • explaining why a belief matters • understanding its role in community life (celebrations, values, behaviour, identity).

Principles of Progression	Progression Step 4 - I can analyse and explain the diverse stories, beliefs and experiences of people in societies in my locality and in Wales, as well as in the wider world.
Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy/ Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Sustainable practices (e.g., through community projects or interfaith environmental initiatives).

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Promotes understanding of rights, inclusion, and diverse identities and cultures
RVE	This unit also links to the Curriculum for Wales Religion, Values and Ethics.

Level 2

Unit Title: Faith and Belief in the Community

Unit Reference Number: CBM075

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: Develop Learners' cultural understanding, tolerance and appreciation within the community, exploring faith and belief.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand different types of beliefs and values and their meaning	1.1 Explain what is meant by the following, including the difference between them: a) beliefs b) values
	1.2 Give examples of beliefs and values, including how they differ in purpose or focus
	1.3 Explain how beliefs and values contribute to a person's sense of right and wrong
2. Understand how beliefs and values influence personal behaviour, relationships and society	2.1 Explain how their own beliefs and values influence: a) personal decision-making b) behaviour towards others c) participation in community life
	2.2 Explain how differing beliefs and values can affect interactions between people or groups in society
	2.3 Explain strategies for respecting and supporting people with differing beliefs and values
	2.4 Describe key factors that have influenced their own beliefs and values
3. Be able to evaluate and present balanced views about beliefs in the community	3.1 Compare two beliefs or belief systems found in the community, highlighting at least two similarities or differences
	3.2 Present a reasoned argument supporting why a belief is important to the people who hold it

3.3 Describe how communities can manage differences in faith and beliefs

Indicative Content

LO1 AC 1.1 Learner **must** explain what is meant by beliefs and values and how they are different e.g.,
Beliefs → ideas held as true
Values → principles guiding behaviour

AC1.2 Beliefs include: religious or non-religious, e.g., belief in equality, belief in God, belief in science, belief in human rights.

Values include: fairness, honesty, kindness, independence.

AC 1.3 Learner **must** reflect on how beliefs and values give people a sense of right and wrong e.g.,

- influence ideas of right/wrong
- affect choices, behaviours, priorities
- influence cultural or religious practices.

LO2 AC 2.1 could include:

- ethics and decision-making
- treatment of others
- engagement in community, volunteering, group life.

Learners must include an example for each of the bullet points within the criteria (personal decision-making; behaviour towards others; participation in community).

AC 2.2 should include examples of how shared beliefs may build unity AND differing beliefs may cause misunderstanding e.g.,

- laws influenced by shared values
- community events celebrate different beliefs
- beliefs affect food, dress, meeting spaces
- media influence and stereotypes
- cultural expectations.

AC 2.3 Strategies for respect could include:

- dialogue
- inclusive language
- accommodating dietary needs
- providing safe spaces.
- anti-discrimination practice
- willingness to learn.

	AC 2.4 Influences on personal belief formation could include: • family background • education • personal experiences • cultural identity • social media, online environments • news and world events.
LO3	AC 3.1 Examples could include: • similarities (shared values, common celebrations, ethical principles) • differences (practices, origins, teachings, worldviews). AC 3.2 Presenting a reasoned argument means: • use facts, examples, personal experience or observation • explain significance of beliefs to identity, community involvement, culture. AC 3.3 Examples could include: • role of education • community events • promoting dialogue • local initiatives • challenges such as misunderstanding, stereotypes • solutions such as inclusive policies, safe spaces, translation support.

Principles of Progression	Progression Step 5 - I can critically analyse a range of complex similarities, differences and inequalities between diverse societies in the past and present.
Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy/ Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Sustainable practices (e.g., through community projects or interfaith environmental initiatives).

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Promotes understanding of rights, inclusion, and diverse identities and cultures
RVE	This unit also links to the Curriculum for Wales Religion, Values and Ethics.