

Healthy Relationships

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

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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 Healthy Relationships suite of units has been designed to develop learners' knowledge and skills to form positive relationships based upon trust and mutual respect in different contexts and settings, including personal and the wider community, respecting the needs and values of others.

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	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Building positive relationships	Recognise kind and friendly behaviour	Identify features of positive relationships	Explain trust and respect in relationships	Describe and evaluate types of relationships	Analyse features and effectiveness of relationships
Knowing self and others	Recognise own feelings	State how feelings are affected by others	Explain how feelings impact others	Describe impact of relationships on wellbeing	Reflect on and evaluate own relationships
Communication skills	State simple ways to express feelings	Demonstrate responses to simple situations	Describe and demonstrate communication methods	Demonstrate and explain communication in relationships	Evaluate effectiveness of communication strategies
Setting boundaries	Recognise simple calming actions	Recognise importance of boundaries	Recognise impact of others' actions	Describe boundaries in relationships	Evaluate importance of boundaries and consequences
Working with others and support	Recognise ways people help each other	Give examples of working together	Describe relationships in different settings	Identify support services	Research and present support services
Cognitive demand	Recognise / identify / state	Identify / state / give examples	Explain / describe / demonstrate	Describe / analyse / evaluate	Analyse / evaluate / reflect

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/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- have knowledge and understanding of healthy relationships, communication and wellbeing appropriate to the level of delivery
- be able to facilitate discussion of sensitive topics (e.g., relationships, feelings, conflict) in a safe and supportive manner
- understand safeguarding requirements and know how to respond appropriately to learner disclosures or concerns.

Delivery should be supported by:

- staff who can model positive relationship behaviours and communication
- staff who can support learners in developing interpersonal and emotional skills
- access to pastoral or safeguarding support where required.

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 suitable and sufficient resources are available to deliver and assess this unit.

As a minimum this should include:

Learning Environment

- a safe and inclusive environment that supports discussion, reflection and role play

Teaching and Learning Materials

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials to support understanding of relationships and communication
- scenario-based materials and case studies to explore real-life relationship situations
- visual resources such as prompts, images and emotion cards.

Equipment

- presentation equipment, e.g., projector or interactive screen
- access to a computer or laptop for digital resources
- classroom resources including whiteboard and writing materials.

Practical Resources

- materials to support role play and communication activities, e.g., prompt cards, scenario cards
- resources to support emotional literacy, e.g., feeling cards or visual prompts.

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 each 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 at each level.

Entry Level 1

Assessment of Healthy Relationships at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Matching	Match positive behaviours (e.g., sharing, helping).
Picture Selection	Select examples of kind and friendly behaviour.
Identification	Identify people in own relationships.
Demonstration (Supported)	Show kind or friendly behaviour in role play.
Simple Verbal Response	State how they feel (e.g., happy, sad).
Scenario Task (Supported)	Show how to tell someone how they feel.
Practical / Demonstration	Demonstrate a calm action when upset.

Entry Level 2

Assessment of Healthy Relationships at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Listing / Verbal Task	List features of positive relationships.
Identification Task	Identify different relationships.
Scenario Task	State differences between home and school relationships.
Role Play	Demonstrate responding calmly to disagreement.
Short Verbal Response	State how working with others makes them feel.
Practical Task	Give examples of people working together.

Entry Level 3

Assessment of Healthy Relationships at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Written / Verbal Task	Explain features of positive relationships.
Scenario Task	Describe ways to show respect.
Comparison Task	Compare relationships in different settings.
Demonstration	Show ways to communicate feelings.
Role Play	Demonstrate expressing feelings respectfully.
Reflection Task	Describe how feelings impact others.

Level 1

Assessment of Healthy Relationships at Level 1 should include:

Assessment Type	Examples of Tasks
Structured Written Task	Describe positive relationships and trust.
Scenario Task	Describe boundaries in relationships.
Demonstration	Demonstrate communicating feelings.
Role Play	Respond to disagreement respectfully.
Comparison Task	Compare two relationships.
Evaluation Task	Evaluate types of relationships.
Research Task	Identify and present a support service.

Level 2

Assessment of Healthy Relationships at Level 2 should include:

Assessment Type	Examples of Tasks
Analytical Task	Analyse relationships across settings.
Evaluation Task	Evaluate own relationships.
Scenario Task	Evaluate importance of boundaries and communication.
Case Study Task	Analyse how environment impacts relationships.
Research Task	Research a support service.
Presentation	Present findings.
Reflective Task	Reflect on relationships and wellbeing.

Unit Content

Entry Level 1

Unit Title: Healthy Relationships

Unit Reference Number: CBM091

Level: Entry Level 1

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge and skills to form positive relationships based upon trust and mutual respect in different contexts and settings, including personal and the wider community, respecting the needs and values of others.

Principles of Progression

Progression Step 1 - I can communicate my needs and feelings in my relationships. I can get along with others with and without support.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how to build relationships	1.1 State positive things people can do for each other
	1.2 Identify one way to be kind
	1.3 Identify one way to be friendly
2. Know about relationships	2.1 List own relationships
	2.2 Identify positive relationships
3. Know how to communicate own feelings in relationships	3.1 Recognise own feelings
	3.2 State how to tell someone else
	3.3 State one calm thing to do when upset

Indicative Content

LO1	AC 1.1 The learner must state positive thing people can do for each other such as smiling, sharing toys, helping with tasks, saying “thank you.” Learners may use picture cards or role-play to show examples. AC 1.2 Learners must identify one way people can be kind such as helping a friend carry something, saying kind words, letting someone join in a game. Learners may choose from a list or select images. AC 1.3 Learners must give one example of how people can be friendly such as waving hello, asking someone to join in or sitting together at lunch. Learners may point to a picture or say a short sentence.
LO2	AC 2.1 Learners must list people they have a relationship with such as mum/dad/guardian/carer, brother, sister, teacher, friend. Learners may use family photos or classroom prompts. AC 2.2 Learners must identity positive relationships (e.g., “makes me happy”, “makes me feel safe”).
LO3	AC 3.1 Learners must recognise own feelings (e.g., “I am happy” “I feel sad”). AC 3.2 Learners must state how to tell someone else how they are feeling (e.g., “I tell my friend when they upset me”). AC 3.3 Learners must state one thing that calms them down when they feel upset (e.g., deep breaths, quiet time, speaking to a friend, parent or guardian).

Area of Learning Experience	Health and Well-being
Statement of What Matters	Healthy relationships are fundamental to our well-being. How we process and respond to our experiences affects our mental health and emotional well-being
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Helping learners understand how positive, respectful relationships contribute to healthy, supportive environments where people can communicate, collaborate, and resolve issues effectively

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Learners recognise that relationships vary across contexts and cultures, promoting inclusion and respect
Digital	Opportunities exist for learners begin to understand how respectful behaviour and boundaries apply both face-to-face and online
Human rights	Learners connect everyday relationship behaviours to rights like dignity, equality, and safety
RSE	Learners develop the foundations of healthy, safe relationships, including managing conflict and recognising wellbeing impacts

Entry Level 2

Unit Title: Healthy Relationships

Unit Reference Number: CBM092

Level: Entry Level 2

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge and skills to form positive relationships based upon trust and mutual respect in different contexts and settings, including personal and the wider community, respecting the needs and values of others.

Principles of Progression

Progression Step 2 - I can communicate my needs and feelings in my relationships and notice the needs and feelings of others

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know features of a positive relationship	1.1 List what makes a positive relationship
	1.2 State qualities that help people trust
	1.3 Give an example of a positive relationship
2. Know different types of relationships	2.1 Identify relationships
	2.2 State a difference between home and school relationships
	2.3 Recognise why boundaries are important in relationships
3. Understand how relationships help wellbeing	3.1 Give examples of people working together
	3.2 State how working with others makes you feel
	3.3 State how to respond calmly to a disagreement

Indicative Content

LO1	AC 1.1 Learners must list things that makes a relationship positive, such as kindness, sharing, or helping. The learner may be supported with prompts or pictures to aid recall. AC 1.2 Learners must state qualities that help people trust each other, such as honesty or listening. The learner may be given simple scenarios for example, “A friend tells the truth” = honestly for context. AC 1.3 Learners must give a simple example of a positive relationship, such as a friend who plays with them, a parent who cares, or a teacher who helps. The learner must be encouraged to link to their own experience for accessibility.
LO2	AC 2.1 Learners must identify different types of relationships, such as family and friends, or classmates and neighbours. The learner may be supported with word banks or matching activities. AC 2.2 Learners must state a difference between home and school relationships, such as home is caring and personal, while school has rules and is more formal. Furthermore, friends are at school, and they interact differently with friends to parents/carers. The learner may be supported with sentence starters or comparison cards. AC 2.3 Learners must recognise why boundaries are important in relationships (e.g., keeping safe, avoiding arguments, showing respect) Learners may be supported with guided discussion or yes/no questions.
LO3	AC 3.1 Learners must give examples of people working together in the community, such as neighbours helping, playing in a team, or volunteering. The learner may be supported with local examples or pictures. AC 3.2 Learners must state how working with others makes them feel (e.g., happy, included, excited). AC 3.3 Learners must state how to respond calmly to a disagreement (e.g., walking away, staying quiet, taking time out, asking for help) Learners may be supported with simple scenarios or visual prompts.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Healthy relationships are fundamental to our well-being. How we process and respond to our experiences affects our mental health and emotional well-being.
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Helping learners understand how positive, respectful relationships contribute to healthy, supportive environments where people can communicate, collaborate, and resolve issues effectively

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Encourages recognition of varied social contexts and promotes inclusion and respect for difference
Digital	Opportunities to introduce safe digital behaviours and awareness of online relationships
Human rights	Connects everyday relationship behaviours to rights of dignity, equality, and safety
RSE	Builds foundations for healthy, respectful relationships and wellbeing

Entry level 3

Unit Title: Healthy Relationships

Unit Reference Number: CBM093

Level: Entry Level 3

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge and skills to form positive relationships based upon trust and mutual respect in different contexts and settings, including personal and the wider community, respecting the needs and values of others.

Principles of Progression

Progression Step 3 - I can communicate my needs and feelings, and respond to those of others.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand features of positive relationships	1.1 Explain features of positive relationships
	1.2 Describe ways people show respect
	1.3 Give examples of trust in relationships
2. Understand relationships in different contexts	2.1 Give examples of relationships in different settings
	2.2 Explain the difference between relationships at home and school
3. Be able to communicate own feelings	3.1 Describe ways to communicate
	3.2 Explain how to express own feelings respectfully
	3.3 Explain how own feelings can impact other people
	3.4 Recognise how other peoples actions can affect own feelings

Indicative Content

LO1 AC 1.1 Learners must explain the features of a positive relationship using words such as kindness, fairness, and support. Learners may give examples like friends helping each other, family members showing care, or teachers encouraging learners.

AC 1.2 Learners describe ways people show respect (e.g., listening carefully, telling the truth, being mindful of people's feelings).

AC 1.3 Learners must give examples of trust in relationships (e.g., consistent actions, open communication, mutual respect, being reliable).

LO2 AC2.1 Learners must give examples of relationships in different settings (e.g., at home, at school, at work, in the community).

AC 2.1 Learners must explain how relationships differ between two settings, such as home and school. For example, home relationships may be more personal and caring, while school relationships may be more formal and structured. Other examples include talking openly at home and following rules at school.

LO3 AC 3.1 Learners must describe ways to communicate, such as listening and using polite language, saying please and thank you, not interrupting, and using a calm tone of voice.

AC 3.2 Learners must explain how to express their own feelings respectfully (e.g., in a calm manner, being polite, using a calm tone of voice).

AC 3.3 Learners must explain how their own feelings can impact other people (e.g., "If I'm angry that can make other people feel scared", "If I'm happy that could make other people feel happy too").

AC 3.4 Learners must recognise how other people's actions can affect their own feelings (e.g., "it makes me feel sad when my friends don't include me in their game", "It makes me feel happy when my teacher picks me for a task").

Area of Learning Experience	Health and Well-being
Statement of What Matters	Healthy relationships are fundamental to our well-being. How we process and respond to our experiences affects our mental health and emotional well-being
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Helping learners understand how positive, respectful relationships contribute to healthy, supportive environments where people can communicate, collaborate, and resolve issues effectively

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Learners recognise that relationships vary across contexts and cultures, promoting inclusion and respect
Digital	Opportunities exist for learners begin to understand how respectful behaviour and boundaries apply both face-to-face and online
Human rights	Learners connect everyday relationship behaviours to rights like dignity, equality, and safety
RSE	Learners develop the foundations of healthy, safe relationships, including managing conflict and recognising wellbeing impacts

Level 1

Unit Title: Healthy Relationships

Unit Reference Number: CBM094

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge and skills to form positive relationships based upon trust and mutual respect in different contexts and settings, including personal and the wider community, respecting the needs and values of others.

Principles of Progression

Progression Step 4 - I can communicate my needs and feelings, and respect those of others

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand features of positive relationships	1.1 Describe what is meant by a positive relationship
	1.2 Describe qualities that help build trust and respect
	1.3 Analyse own relationships
2. Understand relationships in different contexts	2.1 Describe types of relationships
	2.2 Evaluate types of relationships
	2.3 Compare two relationships
3. Be able to communicate effectively in relationships	3.1 Describe boundaries in relationships
	3.2 Demonstrate how to communicate own feelings
	3.3 Demonstrate ways to respond to disagreement in a respectful way
	3.4 Give examples effective communication

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
4. Understand how relationships contribute to wellbeing and community	4.1 Describe the benefits of positive relationships on personal wellbeing
	4.2 Describe the benefits of positive relationships in the community
	4.3 Identify support services in the community

Indicative Content	
LO1	AC1.1 Learners must describe what is meant by a positive relationship (e.g., where I feel safe, understood, listened to, makes me happy). AC1.2 Learners must describe qualities that help build trust and respect (e.g., honesty and listening) Examples could be keeping promises, telling the truth, listening carefully, or showing patience. AC1.3 Learners must analyse own relationships which could include how different relationships make them feel, how they are different to each other, how they were built.
LO2	AC 2.1 Learners must describe types of relationships, such as family and friends, parent–child, classmates, or neighbours. AC 2.2 Learners must evaluate types of relationship (e.g., the relationship I have with my friends makes me feel happy because we all like the same things and respect each other). AC 2.3 Learners must compare two relationships of their choosing. Examples could include teacher v parent, parent v friend, friend v community member.
LO3	AC 3.1 Learners must describe what boundaries in relationships (e.g., personal space, privacy, safety) Examples could include not sharing online passwords, asking before borrowing, or saying no when uncomfortable. AC 3.2 Learners must demonstrate how they communicate their own feelings such as when they are happy, angry, sad, excited.

AC 3.3 Learners must demonstrate ways to respond to disagreement in a respectful way (e.g., listening to others, talking in a calm manner, accepting different opinions).

AC 3.4 Learners must give examples of effective communication (e.g., constructive feedback, clear communication, active listening, body language).

LO4 AC 4.1 Learners must describe the benefits of positive relationships on personal wellbeing such as helping to reduce stress, providing emotional support, or creating a sense of safety and belonging. They may also refer to benefits like having someone to talk to during challenges, feeling included in a group, or gaining encouragement that boosts confidence and self-esteem.

AC 4.2 Learners must describe the benefits of positive relationships in the community help build a stronger community such as neighbours helping each other, volunteering at events, joining a sports team, or supporting local charities.

AC 4.3 Learners identify support services in their area who can help with relationship issues such as a GP surgery, youth club, or counselling service, a school pastoral team, community centre, or library support groups.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Healthy relationships are fundamental to our well-being. How we process and respond to our experiences affects our mental health and emotional well-being
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Helping learners understand how positive, respectful relationships contribute to healthy, supportive environments where people can communicate, collaborate, and resolve issues effectively

Relevant Cross-Cutting Themes

Theme	Rationale
Diversity	The unit embeds diversity by teaching learners to value differences in relationships, cultures, and communities
Digital	Boundaries include safe online behaviours. Encourages learners to think critically about trust and respect in digital spaces
Human rights	Embeds human rights principles by teaching learners to value dignity, equality, respect, and participation in relationships. It aligns with the UNCRC (United Nations Convention on the Rights of the Child), particularly the rights to be safe, to be heard, to be treated fairly, and to develop in supportive communities
RSE	Includes how to form, maintain, and respect healthy relationships, understand boundaries and consent, and value trust, communication, and wellbeing. It supports learners in developing the skills and values needed for safe, respectful interactions in personal, school, and community contexts

Level 2

Unit Title: Healthy Relationships

Unit Reference Number: CBM095

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge and skills to form positive relationships based upon trust and mutual respect in different contexts and settings, including personal and the wider community, respecting the needs and values of others.

Principles of Progression

Progression Step 5 - I can make meaningful connections with others, valuing safe, healthy and equitable relationships in a range of contexts.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand features of positive relationships	1.1 Describe features of positive relationships
	1.2 Evaluate own relationships
	1.3 Reflect on own relationships
2. Understand relationships in different contexts	2.1 Explain how environment can impact relationships
	2.2 Evaluate the importance of different relationships
	2.3 Analyse how relationships differ across settings
3. Be able to communicate effectively in relationships	3.1 Evaluate why boundaries are important in relationships
	3.2 Evaluate how effective communication contributes to positive relationships

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
4. Understand how relationships contribute to wellbeing and community	4.1 Evaluate the benefits of positive relationships on personal wellbeing
	4.2 Evaluate the benefits of positive relationships in the community
	4.3 Research one support service
	4.4 Present findings

Indicative Content	
LO1	AC 1.1 Learners must describe the features of positive relationships. Examples could include; mutual respect, equality, empathy, trust, and fairness. They may show understanding of how these features contribute to healthy interactions, for example: encouragement between peers, fairness in group work, or empathy shown in family support. AC 1.2 & AC 1.3 Learners must evaluate and reflect on own relationships (e.g., friendship, teacher–learner, youth leader–participant) and consider how it impacts wellbeing. They should discuss benefits such as reduced stress, increased confidence, or feeling included, and weigh how the relationship supports emotional, social, or academic wellbeing.
LO2	AC 2.1 Learners must explain how environment can impact relationships (e.g., this could include different settings like how school impacts relationships with friends and family, how external factors influence relationships). AC2.2 Learners must evaluate the importance of different relationships (e.g., friendship, teacher–learner, youth leader–participant) Examples could include different backgrounds, different opinions, support in different ways. AC 2.3 Learners must analyse how relationships differ across settings, such as home and school, or online and face-to-face. For example, home relationships may be informal and caring, while school relationships are more structured, and rule based. Learners may consider how expectations, boundaries, and behaviours change depending on the setting.
LO3	AC 3.1 Learners must evaluate the importance of boundaries, considering how they protect wellbeing, prevent conflict, and ensure respect. Examples include saying no when uncomfortable, not sharing passwords, or respecting

	cultural traditions. Learners should weigh the consequences of ignoring boundaries. AC 3.2 Learners must evaluate how effective communication contributes to positive relationships. Examples could include how clear, respectful communication prevents misunderstandings, builds trust, and supports long-term positive interactions.
LO4	AC 4.1 Learners must evaluate the benefits of positive relationships on personal wellbeing (e.g., reduce stress so they feel calm in other situations, provide emotional support so they feel able to face problems, create a sense of belonging so they feel safe to express their opinions). AC 4.2 Learners must evaluate the benefits of positive relationships in the community (e.g., neighbours helping each other could mean less crime and a better sense of community, volunteering at events could mean meeting new people and making new friends). AC 4.3 Learners must research on support service (e.g., a GP surgery, youth club, or counselling service, a school pastoral team, community centre, or library support groups) and present their findings (either in group discussion, presentation, oral/written format).

Area of Learning Experience	Health and Well-being.
Statement of What Matters	Healthy relationships are fundamental to our well-being. How we process and respond to our experiences affects our mental health and emotional well-being
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Helping learners understand how positive, respectful relationships contribute to healthy, supportive environments where people can communicate, collaborate, and resolve issues effectively

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Learners compare different types of relationships (family, peers, professional, community) and explore respect for cultural traditions and varied needs. This promotes inclusion, equality, and appreciation of differences, helping learners understand that positive relationships must value diversity in society
Digital	Boundaries explicitly include digital safety (e.g., not sharing passwords, online privacy), and learners may analyse how relationships differ online versus face-to-face. This supports learners to develop safe, respectful behaviours in digital contexts, embedding digital competence into relationship education
Human rights	Features such as mutual respect, equality, fairness, and dignity directly reflect human rights principles. Boundaries protect wellbeing and privacy, while communication and participation uphold the right to be heard. The unit therefore embeds UNCRC values, ensuring learners see relationships through a rights-based lens
RSE	The unit develops learners' understanding of trust, respect, empathy, consent, and wellbeing — all central to RSE. Boundaries (personal space, confidentiality, consent) and respectful communication equip learners with skills to form safe, healthy relationships, aligning with the RSE Code