

Looking After Others

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 and Work suite. It has been designed primarily for learners aged 14-16 years old in Wales to be studied as part of 'Skills for Life' or 'Skills for Life and Work' qualifications.

To develop Learners' knowledge of others' needs, including the practical skills of caring for others, hygiene, positive relationships, and keeping them safe at home and/or in other settings, while ensuring selfcare.

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
Understanding needs	Recognise that people have needs	Identify different types of needs	Describe types of needs in contexts	Describe how needs differ across settings	Analyse and evaluate how needs vary and impact wellbeing
Caring behaviours	Demonstrate simple caring actions	Demonstrate caring behaviours	Demonstrate and explain caring behaviours	Apply caring behaviours and reflect on impact	Evaluate effectiveness of caring behaviours
Hygiene routines	Demonstrate simple hygiene routines	Demonstrate hygiene routines in context	Describe hygiene routines across situations	Explain and apply hygiene routines	Justify and evaluate hygiene practices
Keeping safe	Identify simple ways to keep safe	Identify ways to keep self and others safe	Describe safety strategies and support	Describe and explain safety strategies	Evaluate safety strategies and analyse when to seek support
Self-care	Identify simple self-care activities	Identify and describe self-care activities	Explain how self-care supports wellbeing	Explain role of self-care in supporting others	Analyse and evaluate self-care and resilience
Respect and relationships	Show respect through caring behaviour	Identify how caring shows respect	Explain links between caring and respect	Explain how caring supports fairness and relationships	Assess how caring promotes inclusion, equality and

					community wellbeing
Application and independence	Participate with support	Respond with guidance	Demonstrate independently in familiar contexts	Apply skills in structured situations	Apply, adapt and evaluate in different contexts
Cognitive demand	Recognise / demonstrate	Identify / describe	Describe / explain	Explain / apply / reflect	Analyse / evaluate / assess

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

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

Delivery staff must:

- have knowledge and understanding of care, wellbeing, hygiene and safety practices appropriate to the level of delivery
- be able to support learners in developing practical skills such as communication, empathy, personal care routines and safe behaviours
- understand safeguarding requirements and know how to respond appropriately to learner disclosures or concerns.

Delivery should be supported by:

- staff who can facilitate practical, skills-based activities in a safe and supportive environment
- staff who can model caring behaviours, respectful interactions and safe practices
- staff who can support learners to develop confidence, independence and awareness of others' needs
- 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, inclusive and supportive environment that allows learners to explore caring behaviours, hygiene and safety through discussion and practical activities

Teaching and Learning Materials

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials to support understanding of needs, care, hygiene and safety
- scenario-based materials and case studies to explore caring situations and decision-making
- visual resources such as prompts, images and emotion or communication cards

Equipment

- presentation equipment, e.g., projector or interactive screen
- access to digital devices where appropriate for research or presentation
- classroom resources including whiteboard, stationery and display materials

Practical Resources

- materials to support hygiene routines, e.g., handwashing equipment or cleaning materials
- resources to support role play and caring activities, e.g., scenario cards or prompt cards
- materials to support safe practice demonstrations where appropriate
- any additional resources relevant to the context of care activities being delivered

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 level, 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.

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 suite.

Entry Level 1

Assessment of Looking After Others at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Matching / Selection	Learners match images of needs (e.g., food, rest) to labels.
Identification Task	Learners identify who is helped by a caring action.
Picture Selection	Learners choose appropriate hygiene or safety behaviours.
Demonstration (Supported)	Learners demonstrate a caring behaviour or hygiene routine.
Scenario Task (Supported)	Learners identify safe or unsafe behaviours in simple scenarios.
Simple Verbal Response	Learners state how a routine or self-care activity helps.
Practical Activity	Learners take part in simple caring or hygiene tasks.

Entry Level 2

Assessment of Looking After Others at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Identification Task	Learners identify needs and how they are met in different settings.
Sorting Task	Learners group examples of caring behaviours, hygiene or safety actions.
Demonstration (Supported)	Learners demonstrate caring behaviours and hygiene routines.
Scenario Task	Learners identify safe behaviours and how to support others.
Short Verbal / Written Task	Learners explain how caring or self-care supports wellbeing.
Role Play	Learners demonstrate caring behaviours in simple contexts.
Reflection Task	Learners identify what helps people feel safe and supported.

Entry Level 3

Assessment of Looking After Others at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Matching / Selection	Learners match images of needs (e.g., food, rest) to labels.
Identification Task	Learners identify who is helped by a caring action.
Picture Selection	Learners choose appropriate hygiene or safety behaviours.
Demonstration (Supported)	Learners demonstrate a caring behaviour or hygiene routine.
Scenario Task (Supported)	Learners identify safe or unsafe behaviours in simple scenarios.
Simple Verbal Response	Learners state how a routine or self-care activity helps.
Practical Activity	Learners take part in simple caring or hygiene tasks.

Level 1

Assessment of Looking After Others Level 1 should include:

Assessment Type	Examples of Tasks
Written Task	Learners describe needs and how they differ across settings.
Explanation Task	Learners explain how meeting needs supports wellbeing.
Identification / Explanation Task	Learners identify practical skills and explain interpersonal skills.
Demonstration	Learners demonstrate caring behaviours and hygiene routines.
Scenario Task	Learners describe strategies to keep self and others safe.
Reflection Task	Learners reflect on impact of caring and hygiene.
Written Task	Learners explain self-care and its importance.
Presentation Task	Learners describe how caring links to respect and community wellbeing.

Level 2

Assessment of Looking After Others at Level 2 should include:

Assessment Type	Examples of Tasks
Analytical Task	Learners analyse types of needs and how they vary across settings.
Evaluation Task	Learners evaluate how meeting needs supports wellbeing.
Explanation Task	Learners explain practical and interpersonal skills.
Demonstration	Learners demonstrate appropriate caring and hygiene routines.
Justification Task	Learners justify choices of hygiene or caring approaches.
Evaluation Task	Learners evaluate safety strategies.
Analytical Task	Learners analyse when to seek support.
Reflection Task	Learners evaluate self-care and resilience.
Assessment Task	Learners assess how caring promotes respect, equality and inclusion.

Unit Content

Entry Level 1

Unit Title: Looking After Others

Unit Reference Number: CBM101

Level: Entry Level One

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' knowledge of others' needs, including the practical skills of caring for others, hygiene, positive relationships, and keeping them safe at home and/or in other settings, while ensuring selfcare.

Principles of Progression

Progression step 1 - I can show care and respect for others. I can identify who looks after me and who my family and friends are in my relationships.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand that people have needs	1.1 Identify a need people have
	1.2 State how a need is met in a familiar place
2. Be able to show caring behaviour	2.1 Demonstrate a caring behaviour
	2.2 State who the caring behaviour helps
3. Understand hygiene routines	3.1 Demonstrate a hygiene routine
	3.2 State how the hygiene routine keeps people healthy
4. Understand ways to keep self and others safe	4.1 Identify a way to keep safe
	4.2 Identify a way to keep others safe
5. Understand self-care	5.1 Identify a self-care activity you
	5.2 State how it helps
6. Be able to show respect to others	6.1 Demonstrate respect through a caring behaviour

Indicative Content

LO1 AC1.1 Learners must recognise at least one need people have e.g.,

- needing food or drink
- needing rest or sleep
- needing to feel safe
- needing comfort or help.

AC1.2 Learners must state at least one example of how a need is met in a familiar place e.g.,

- At school: getting a drink of water when thirsty
- At home: having a meal when hungry
- In the community: getting help to locate food or drink from a shop worker or getting help from a neighbour to take the bins out.

LO2 AC2.1 Learners must demonstrate at least one caring behaviour e.g.,

- holding a door open
- sharing a pencil
- helping someone pick up dropped items
- smiling or using kind words.

AC2.2 Learners must state who the caring behaviour helps e.g.,

- "It helped my friend."
- "It helped the teacher."
- "It helped the group."

LO3 AC3.1 Learners must demonstrate at least one hygiene routine such as:

- washing hands
- putting rubbish in the bin
- wiping a table
- covering their mouth when coughing.

AC3.2 Learners must state how the hygiene routine keeps people healthy e.g.,

- "It stops germs."
- "It keeps people clean."
- "It keeps the room tidy."

LO4 AC4.1 Learners must identify at least one way to keep safe e.g.,

- walking indoors
- staying with a familiar adult
- listening to instructions
- using equipment carefully.

AC4.2 Learners must identify at least one way to keep a friend safe e.g.,

- reminding a friend to walk
- sharing space safely
- telling an adult if someone is hurt
- helping a friend follow a rule.

LO5	AC 5.1 Learners must identify at least one selfcare activity they do e.g., • playing a sport • resting • relaxing • talking to someone they trust. AC 5.2 Learners must state how it helps them e.g., • “It makes me feel happy.” • “It gives me energy.” • “It helps me stay clean.” • “It helps me calm down.”
LO6	AC 6.1 Learners must demonstrate respect through a caring behaviour e.g., • listening when someone speaks • sharing fairly • using kind words • including someone in an activity.

Area of Learning Experience	Health and Well-being
Statement of What Matters	How we engage with social influences shapes who we are and affects our health and well-being. Healthy relationships are fundamental to our 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 / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Using environmentally friendly products and safe practices that support long-term wellbeing and reduce harm to the environment.

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights	Recognising needs, fairness, and respect links to the right to safety, dignity, and inclusion.
Relationships and Sexuality Education (RSE)	Learners practise kindness, respect, and fairness in everyday interactions, building foundations for healthy relationships.

Entry level 2

Unit Title: Looking After Others

Unit Reference Number: CBM102

Level: Entry Level Two

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' knowledge of others' needs, including the practical skills of caring for others, hygiene, positive relationships, and keeping them safe at home and/or in other settings, while ensuring selfcare.

Principles of Progression

Progression step 2 - I can communicate my needs and feelings in my relationships and in the community. I can also identify needs and feelings of others.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Be able to recognise the needs of others	1.1	Identify needs people may have	
	1.2	Give examples of how needs are met in familiar settings	
2. Be able to show caring behaviours	2.1	Demonstrate caring behaviours	
	2.2	Identify how caring behaviours help others	
3. Be able to follow hygiene routines	3.1	Demonstrate hygiene routines	
	3.2	Identify why hygiene routines are important	
4. Understand ways to keep yourself and others safe	4.1	Identify ways to keep safe	
	4.2	Identify ways to keep others safe	
5. Understand self-care	5.1	Identify self-care activities	
	5.2	Identify how self-care supports wellbeing	
6. Understand how caring links to respect	6.1	Give examples of how caring shows respect and fairness	
	6.2	Identify how people in the community care for each other	

Indicative Content

LO1	AC1.1 Learners must identify at least two needs people may have e.g., • physical (food, drink, rest, warmth) • emotional (friendship, encouragement, feeling safe) • social (joining in activities, belonging) • educational (help with schoolwork, access to learning). AC1.2 Learners must state at least two examples of how a need is met in either school, home, or the community e.g., • School: a teacher helps with reading; friends include someone in a game • Home: family/carer/guardian - provides meals, quiet space for rest • Community: safe play areas, neighbours helping with shopping.
LO2	AC2.1 Learners must carry out at least two caring behaviours e.g., • sharing a pencil • tidying a shared space • helping a peer pick up items. AC2.2 Learners must say how at least one of the caring behaviours help another person e.g., • “Tidying makes the area safe for everybody.” • “Helping makes people feel happy.” • “Sharing lets everyone join in.”
LO3	AC3.1 Learners must demonstrate at least two hygiene routines e.g., • washing hands before eating • putting rubbish in the bin • covering mouth when coughing. AC3.2 Learners must identify at least two reasons why hygiene is important e.g., • “Washing hands stops germs spreading.” • “Putting rubbish in the bin keeps the classroom tidy and safe.” • “Covering mouth stops germs spreading.”
LO4	AC4.1 Learners must identify at least two ways to keep safe e.g., • following classroom rules • using equipment carefully • staying with a trusted adult. AC4.2 Learners must identify at least two ways to keep others safe e.g., • keeping walkways clear • using equipment safely • putting items away after use to prevent trips or accidents. • reporting something unsafe to an adult or supervisor • washing hands to stop the spread of germs.

	• using protective clothing or equipment when asked • keeping food areas clean • checking that doors, gates, or cupboards are closed properly.
LO5	5.1 Learners must identify at least two self-care activities they do such as: • exercising • enjoying hobbies • talking to friends • listening to music. AC5.2 Learners must state how at least one of these activities helps them feel better e.g., • “Exercise makes me strong.” • “Hobbies help me relax.” • “Talking to friends makes me happy.”
LO6	AC6.1 Learners must give at least two examples of how caring shows respect and fairness e.g., • sharing fairly • listening to others • taking turns • being kind. AC6.2 Learners must give at least one example of how people in the community show respect by caring for each other e.g., • neighbours helping with shopping • volunteers cleaning parks • community groups supporting families.

Area of Learning Experience	Health and Well-being
Statement of What Matters	How we engage with social influences shapes who we are and affects our health and well-being. Healthy relationships are fundamental to our 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 / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Using environmentally friendly products and safe practices that support long-term wellbeing and reduce harm to the environment.

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights	Recognising needs, fairness, and respect links to the right to safety, dignity, and inclusion.
Relationships and Sexuality Education (RSE)	Learners practise kindness, respect, and fairness in everyday interactions, building foundations for healthy relationships.

Entry level 3

Unit Title: Looking After Others

Unit Reference Number: CBM103

Level: Entry Level Three

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' knowledge of others' needs, including the practical skills of caring for others, hygiene, positive relationships, and keeping them safe at home and/or in other settings, while ensuring selfcare.

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 the needs of others in everyday situations	1.1 Explain different types of needs
	1.2 Give examples of needs in different settings
2. Understand the impact of caring behaviours	2.1 Demonstrate caring behaviors and explain how they help
	2.2 Explain how people may feel if care is not shown
3. Understand hygiene routines in different contexts	3.1 Give examples of hygiene routines in different situations
	3.2 Explain why hygiene routines are important
4. Understand how to keep yourself and others safe	4.1 Explain ways to keep self and others safe
	4.2 Identify who to go to for support
5. Understand self-care	5.1 Identify self-care activities
	5.2 Explain how self-care supports wellbeing
6. Understand how caring links to respect and community	6.1 Explain how caring shows respect and fairness
	6.2 Explain how people in the community help each other

Indicative Content

- LO1 1.1 The learners must explain at least three needs people may have e.g.,
- warmth (clothing, heating in winter)
 - belonging (being included in a group)
 - learning (help with schoolwork)
 - health (medicine, seeing a doctor).

1.2 The learners must give at least one examples of a need in two familiar situations e.g., at school, at home or in the community.

Examples could include:

- At school a learner may need help with reading or need encouragement when stuck on a maths problem
- In the community: needing directions when lost
- At home: they may need family support or needing quiet space to rest after a busy day

- LO2 2.1 The learners must demonstrate at least three caring actions and explain how these actions are helpful e.g.,
- helping a peer pick up items that have fallen, and explain that this was helpful as it made sure the items were quickly put away
 - tidying a shared space and explain that this is helpful as everyone will be able to use it safely.

2.2 The learners must explain how people might feel if these caring actions were not taken e.g.,

- They may feel that they are not being supported by people around them
- People may feel left out, unsafe or not valued

- LO3 3.1 The learners must give at least three examples of a hygiene routine e.g.,
- washing hands before eating
 - washing hands after using the toilet
 - washing hands before preparing food
 - washing hands after gardening.

3.2 The learners must explain why the routine is important for keeping healthy and safe e.g.,

- Washing hands before eating stops germs spreading and keeps people from getting sick.
- Washing hands before preparing food makes sure that germs are not spread to yourself or others and this stops everyone from being ill.

- LO4 4.1 The learners must explain at least two ways to keep safe in a familiar setting e.g.,
- Following classroom rules helps everyone know what is expected and prevents accidents.
 - Using equipment carefully, like scissors or sports gear, stops people from getting hurt.

- Walking calmly indoors and not running in corridors keeps the environment safe.
- Staying with a trusted adult when outside or in busy places helps learners avoid getting lost.
- Listening to instructions during fire drills or safety practices shows responsibility and keeps everyone protected.

4.2 The learners must identify a person they can go to for support if they feel unsafe e.g.,

- Teachers and classroom assistants are there to listen and help in school.
- Parents and carers provide support at home and can give advice.
- Other trusted adults, like grandparents, neighbours, or youth workers, can also help.
- Learners should understand that trusted adults will take their worries seriously and act to keep them safe.

LO5 5.1 The learners must identify a minimum of three self-care activities they do that help them look after themselves and stay well e.g.,

- Eating regular meals gives energy for learning and play.
- Sleeping enough helps the body rest and the mind focus.
- Exercising, such as walking, playing sports, or dancing, keeps people strong and healthy.
- Enjoying hobbies like drawing, reading, or music helps people relax.
- Talking to friends or family supports emotional wellbeing.
- Keeping clean by washing, brushing teeth, and wearing fresh clothes helps learners feel ready for the day.

5.2 The learners must explain how two of these activities helps them feel better e.g.,

- Sleeping gives energy and helps concentration in lessons.
- Exercise makes people feel strong, fit, and confident.
- Eating healthy food helps the body grow and stay active.
- Hobbies give enjoyment and reduce stress.
- Talking to friends or family helps people feel supported and less alone.
- Keeping clean helps learners feel comfortable and confident around others.

LO6 6.1 The learners must give two simple explanations of how caring shows respect e.g.,

- Sharing fairly means everyone gets a turn and no one feels left out.
- Listening carefully shows that other people's ideas and feelings matter.
- Being kind makes people feel welcome and valued.
- Helping someone who is struggling shows thoughtfulness and respect.
- Saying "please" and "thank you" shows good manners and appreciation.

6.2 The learners must explain two ways that people in the community help each other e.g.,

- Neighbours may help each other with shopping, gardening, or looking after pets
- Volunteer's clean parks, plant flowers, or run local clubs to support families
- Community groups may provide food, clothes, or activities for those in need
- People raise money for charities to help others
- Local services, like libraries or leisure centres, provide safe spaces for learning and play
- These actions show that caring is shared and helps everyone feel part of the community.

Area of Learning Experience	Health and Well-being
Statement of What Matters	How we engage with social influences shapes who we are and affects our health and well-being. Healthy relationships are fundamental to our 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 / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Using environmentally friendly products and safe practices that support long-term wellbeing and reduce harm to the environment.

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights	Recognising needs, fairness, and respect links to the right to safety, dignity, and inclusion.
Relationships and Sexuality Education (RSE)	Learners practise kindness, respect, and fairness in everyday interactions, building foundations for healthy relationships.

Level 1

Unit Title: Looking After Others

Unit Reference Number: CBM104

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' knowledge of others' needs, including the practical skills of caring for others, hygiene, positive relationships, and keeping them safe at home and/or in other settings, while ensuring selfcare.

Principles of Progression

Progression step 4 - I can communicate my needs and feelings, and respect those of others. I can interact pro-socially in different groups and situations, adapting my behaviours accordingly.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand needs of others in different situations	1.1 Identify different types of needs in different contexts
	1.2 Describe how needs differ across settings
	1.3 Describe how meeting needs supports wellbeing
2. Understand skills required to support others	2.1 Identify practical skills that support wellbeing
	2.2 Explain interpersonal skills that support wellbeing
3. Be able to demonstrate hygiene and caring behaviours	3.1 Explain appropriate hygiene routines in different contexts
	3.2 Demonstrate caring behaviours
	3.3 Reflect on impact of caring and hygiene on wellbeing
4. Understand strategies to keep safe	4.1 Describe strategies to keep self and others safe
	4.2 Explain when to seek help or support
5. Understand self-care practices	5.1 Explain self-care practices that support wellbeing
	5.2 Describe how self-care supports caring for others

6. Understand wider values of caring	6.1	Explain how caring shows respect and fairness
	6.2	Describe how community supports caring
	6.3	Describe how relationships and self-care support wellbeing

Indicative Content

LO1 AC 1.1 Learners must identify at least four different types of needs that others may have to cover physical, emotional, social and safety needs e.g.,

Physical needs

- These include food, drink, rest, sleep, warmth, and basic hygiene.
- eating meals and drinking water
- having time to rest or sleep
- wearing suitable clothing for the weather.

Emotional needs

- These relate to feelings and mental wellbeing.
- feeling cared for and loved
- feeling safe and calm
- having someone to talk to when upset.

Social needs

- These focus on relationships and belonging.
- making friends
- joining in games or group activities
- being included and accepted by others.

Safety needs

- These involve protection from harm.
- following rules
- being supervised by adults
- knowing who can help in an emergency.

AC 1.2 Learners must describe how these needs may differ across settings e.g., school,

In school

- help with learning tasks
- support from teachers or teaching assistants
- help making friends
- clear rules and routines to feel safe.

At home

- care from family or carers
- regular meals and bedtime routines
- a safe and comfortable place to relax
- emotional support when worried or tired.

In the community

- access to shops, parks, libraries, or health services
- inclusion in clubs or activities
- safe public spaces
- help from community workers or volunteers.

1.3 Learners must describe how meeting people's needs helps them feel well and safe e.g.,

- having enough food and drink helps people stay healthy and have energy
- feeling safe reduces worry and fear
- friendships help people feel happy and less lonely
- support from others helps people feel confident and valued.

LO2 2.1 Learners must identify three practical skills that help to care for and support wellbeing of others e.g.,

- Teaching someone safe manual handling techniques.
Using correct posture and lifting methods; moving equipment or supporting mobility safely to reduce risk of injury.
- Maintaining a clean and hygienic environment.
Cleaning surfaces and equipment; following hygiene routines such as handwashing and sanitising to prevent illness and promote physical wellbeing.
- Following health, safety, and wellbeing procedures
Using PPE correctly; carrying out basic risk checks; reporting hazards or concerns to maintain a safe environment.

2.2 Learners must explain at least three interpersonal skills that help to care for and support wellbeing of others e.g.,

- Listening to others
Paying attention when someone is speaking; showing interest; allowing others time to talk. Helps people feel heard and valued.
- Being kind and respectful
Using polite behaviour; showing patience; treating others fairly. Helps create a safe and positive environment.
- Showing empathy
Noticing how others may be feeling, responding in a gentle and supportive way. Helps others feel understood and cared for.

LO3 3.1 Learners must explain at least two appropriate hygiene routines in different contexts e.g.,

Personal hygiene/food hygiene: handwashing routines, washing hands with soap and water; drying hands properly; washing hands after using the toilet, before eating, or after touching shared items.

Environmental hygiene: keeping personal items and spaces clean cleaning surfaces or equipment after use; putting rubbish in the bin; keeping personal belongings tidy to reduce germs and maintain a safe environment.

Caring skills and hygiene: may include using hand sanitiser when needed, covering coughs and sneezes, wearing clean clothing or PPE when required, or following simple food-hygiene routines such as wiping down preparation areas to leave it clean and tidy for the next person to use.

3.2 Learners must demonstrate at least two caring behaviours in familiar situations e.g.,

- Offering to help/helping another student with a given task.
- Helping someone new by showing them around the learning environment.
- Tidying an area to ensure it is left clear and safe for others to use.
- Handing their peers various resources such as the pencil pot or worksheets.
- Cleaning down a food preparation area to leave it safe for the next user.

3.3 Learners must reflect on how caring actions, and hygiene routines make a difference to wellbeing e.g., Washing hands, brushing teeth, and cleaning up after activities help people stay healthy and avoid illness.

Learners may also reflect that helping others, being kind, and offering support makes people feel cared for, valued, and included. These actions can improve mood, build confidence, and help everyone feel happier and more secure in familiar settings such as school, home, and the community.

LO4 4.1 Learners must describe at least three strategies to keep self and others safe in familiar situations e.g.,

Physical Safety

Staying safe by following school rules and listening to adults. Walking calmly indoors, use stairs carefully, and handle tools the way we are shown. If something is broken or spilled, tell an adult. Keeping walkways clear and wearing safety clothes when needed helps everyone avoid accidents.

Emotional and Social Safety

Safety is also about feelings. Use kind words, include others, and respect personal space. If we feel upset or see someone being hurt, we stay calm and ask an adult for help.

Digital Safety

Online safety means keeping personal details private and using strong passwords. We only visit safe websites, ask adults before downloading, and treat people kindly online. If something makes us worried, we tell a trusted adult.

Helping Others Stay Safe

We can help friends by reminding them of rules kindly, sharing fairly, and encouraging them to ask for help. If we see unsafe behaviour, we tell an adult, so everyone stays safe.

4.2 Learners must explain who to ask for help or support when needed e.g., asking a teacher, parent, or trusted adult if something feels unsafe.

LO5 5.1 Learners must explain at least three self-care practices that promote health and wellbeing e.g.,

- eating healthy food
- getting enough sleep
- exercising
- enjoying hobbies.

5.2 Learners must describe how self-care helps people to cope and care for others e.g.,

- resting helps people have energy
- being calm helps them support friends.

LO6 6.1 Learners must explain how caring for others shows respect and fairness e.g.,

- Sharing things like books or equipment.
- Helping a friend who is struggling, instead of ignoring them.
- Saying kind words and listening when others speak.
- Treating everyone the same, without leaving people out.

6.2 Learners must describe, using at least two examples, how people in the community share responsibility for caring e.g.,

- Neighbours helping by looking after pets or plants when someone is away.
- Local groups giving food or clothes to families who need them.
- Volunteers picking up litter to keep parks and streets clean.
- People raising money to help others, like charity events.

6.3 Learners must describe how relationships and self-care help wider wellbeing e.g.,

- Friends make people feel happy, included, and less lonely.
- Working together builds trust and confidence.
- Eating healthy food, resting, and exercising helps you join in activities.
- Taking care of yourself means you can help others too.

Area of Learning Experience	Health and Well-being
Statement of What Matters	How we engage with social influences shapes who we are and affects our health and well-being. Healthy relationships are fundamental to our 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 / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Using environmentally friendly products and safe practices that support long-term wellbeing and reduce harm to the environment.

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights	Recognising needs, fairness, and respect links to the right to safety, dignity, and inclusion.
Relationships and Sexuality Education (RSE)	Learners practise kindness, respect, and fairness in everyday interactions, building foundations for healthy relationships.

Level 2

Unit Title: Looking After Others

Unit Reference Number: CBM105

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' knowledge of others' needs, including the practical skills of caring for others, hygiene, positive relationships, and keeping them safe at home and/or in other settings, while ensuring selfcare.

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 how meeting needs supports wellbeing	1.1 Explain types of needs in different situations
	1.2 Describe how needs differ across settings
	1.3 Evaluate how meeting needs supports wellbeing
2. Understand skills needed to care for others	2.1 Explain practical skills required
	2.2 Describe interpersonal skills required
3. Be able to apply caring and hygiene routines	3.1 Explain appropriate hygiene routines
	3.2 Demonstrate caring and hygiene routines in context
	3.3 Evaluate the impact of caring and hygiene practices
4. Understand strategies to keep safe	4.1 Evaluate strategies to keep self and others safe
5. Understand self-care and resilience	5.1 Evaluate how self-care supports resilience
6. Understand wider impact of caring	6.1 Describe how caring promotes respect, equality and inclusion
	6.2 Describe how community influences caring approaches
	6.3 Describe how relationships and self-care support wellbeing

Indicative Content

LO1 1.1 Learners must explain at least four different types of needs that others may have in different situations, including how people may experience multiple needs at the same time.

Physical needs

Learners should describe needs such as food, hydration, rest, sleep, exercise, and personal hygiene. They should recognise how these needs support physical health, energy levels, and the ability to function in daily life.

Emotional needs

Learners should describe emotional needs such as feeling safe, secure, valued, and confident. This includes needs for belonging, reassurance, encouragement, and positive self-esteem, particularly during times of stress or change.

Social needs

Learners should explain the importance of friendships, social interaction, teamwork, and participation in group activities. They should recognise that social needs help prevent isolation and support emotional wellbeing. They may also explain how social needs may change within different situations such as being at school or being at their local park.

Educational needs

Learners should describe the need for access to learning, appropriate support, encouragement, feedback, and adaptations where needed. This may include additional help, clear instructions, or different learning approaches.

Safety needs

Learners should explain the need for protection from harm, safeguarding, clear boundaries, supervision, and safe environments. They should recognise that feeling safe supports confidence and wellbeing. They may explain how these safety needs may alter within different situations such as being at home compared to being at school.

1.2 Learners must describe how these needs differ across the following different settings e.g., school, home, and community e.g.,

School

Learners should consider learning support, structured routines, clear expectations, positive peer relationships, access to support staff, and safeguarding procedures. They should recognise how schools support both learning and wellbeing.

Home

Learners should describe the role of family or carers in providing emotional security, care, guidance, cultural practices, and daily routines such as meals and sleep. They should recognise that home environments influence wellbeing and identity.

Community

Learners should identify needs such as inclusion, access to health and social services, opportunities to participate in clubs or activities, safe public spaces, and respect for diversity. They should recognise the importance of community support networks.

1.3 Learners must evaluate how meeting these needs supports wellbeing e.g.,

- Meeting physical needs supports health, energy, and concentration.
- Meeting emotional needs builds confidence, resilience, and self-esteem.
- Meeting social needs encourages belonging, inclusion, and positive relationships.
- Meeting educational needs supports achievement and motivation.
- Meeting safety needs reduces stress and anxiety and promotes emotional stability.

LO2 2.1 Learners must explain the practical skills needed to support others e.g.,

- safe handling and hygiene routines such as handwashing and food safety
- assisting with daily living tasks like mobility and nutrition
- organising resources and managing time effectively
- observing and reporting changes in health or behaviour
- promoting independence and dignity.

2.2 Learners must describe at least three interpersonal skills needed to support others e.g.,

- active listening
- clear instructions
- empathy
- compassion in responding sensitively
- respect and dignity through valuing diversity and confidentiality
- teamwork and collaboration with peers and professionals
- encouragement and motivation to build confidence and wellbeing.

LO3 3.1 Learners **must** explain hygiene routines in familiar scenarios to maintain health, safety, and wellbeing, including the need to apply these routines consistently in everyday contexts e.g.,

- handwashing before food preparation
- cleaning workspaces
- showing caring actions like helping peers and maintaining safe environments.

3.2 Learners must demonstrate applying at least two caring and/or hygiene routines in context e.g.,

Personal hygiene: learners should include practices such as handwashing, clean clothing, and hair management.

Food hygiene: they should apply safe storage, correct cooking temperatures, and avoidance of cross-contamination.

Environmental hygiene: they should maintain clean workspaces, dispose of waste correctly, and follow “clean as you go” principles.

3.3 Learners must evaluate the impact of caring actions and hygiene practices. This should include consideration of how actions reduce risks and promote wellbeing, reflect on improvements in confidence, safety, and relationships, and identify strengths and areas for development in their own practice.

LO4 4.1 Learners must evaluate at least two strategies to keep self and others safe e.g.,

Physical Safety Strategies

- Following classroom, school, or workplace rules
- Listening to instructions from teachers or other adults
- Walking calmly indoors and using stairs carefully
- Using equipment and tools safely and as shown
- Wearing protective clothing or equipment when required (e.g. aprons, gloves, helmets)
- Keeping walkways clear to prevent trips and falls
- Reporting broken equipment or spills to an adult
- Helping others by reminding them of safety rules in a kind way

Emotional and Social Safety Strategies

- Learners should recognise that safety also includes how people feel:
- Using kind and respectful language
- Avoiding bullying or unkind behaviour
- Including others in activities and games
- Respecting personal space and boundaries
- Staying calm and asking for help when feeling upset or worried
- Supporting others by telling an adult if someone is being hurt or feels unsafe

Digital Safety Strategies

- Learners should identify simple strategies to stay safe when using digital devices such as computers, tablets, or phones:
- Keeping personal information private (e.g. full name, address, passwords)
- Using strong passwords and not sharing them with others
- Only visiting safe and approved websites or apps
- Asking an adult before downloading apps or clicking links
- Being kind and respectful online, just like in person

- Not sending or sharing unkind messages or images
- Telling a trusted adult if something online makes them feel uncomfortable or unsafe.
- Learners should understand that digital actions can affect others, and safe online behaviour helps protect everyone.

Helping Others Stay Safe

- Reminding peers about rules in a friendly way
- Sharing equipment safely and fairly
- Helping someone ask for help if they are unsure or worried
- Reporting unsafe behaviour or situations to an adult
- Supporting friends who feel unsafe online by encouraging them to get help

4.2 Learners must describe when to seek help or support from appropriate sources. They should describe situations beyond their responsibility or expertise, know when to involve teachers, or professionals, and understand the basics of safeguarding procedures and escalation routes.

LO5 5.2 Learners must evaluate how self-care supports resilience and the ability to care for others. This should include how self-care builds emotional strength and coping skills, prevents burnout, promotes balance, and enables individuals to provide effective care for others.

LO6 6.1 Learners must describe how caring practices promote respect, equality, and inclusion. They should show how treating others fairly and with dignity, recognising and valuing diversity, and ensuring inclusion all contribute to wellbeing.

6.2 Learners must describe how community responsibility can influence caring approaches. This includes shared responsibility for wellbeing, participating in community initiatives such as volunteering or support groups, and promoting sustainable and inclusive practices.

6.3 Learners must describe on how relationships and self-care link to wider wellbeing, including how positive relationships build trust, belonging, and resilience, how self-care supports personal wellbeing, and how individual actions connect to collective community values.

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