

Mental Health and Wellbeing

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 Mental Health and Wellbeing suite of units has been designed to develop Learners' understanding of what constitutes good mental health and emotional wellbeing for themselves and others, exploring different wellbeing strategies such as requesting and offering support.

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 mental health	Recognise simple feelings	State what mental health means	Describe mental health and wellbeing	Describe beliefs and awareness	Evaluate beliefs and awareness
Expression of feelings	Recognise how feelings are shown	Identify feelings linked to wellbeing or difficulty	Describe how attitudes support wellbeing	Explain resilience and positive attitudes	Assess impact of empathy and attitudes
Mental health models	—	Name a model	Name and apply a model	Outline models	Explain and compare models
Mental health conditions	—	Recognise signs	Identify signs	Describe features	Analyse features and impact
Environmental factors	Identify simple actions	Identify environmental factors	Identify and describe factors	Explain impact of factors	Evaluate and assess impact
Social factors	Identify simple activities	Identify social factors	Describe social factors	Explain impact of factors	Evaluate and assess impact
Wellbeing strategies	Identify activities and actions	Name strategies and benefits	Describe strategies and benefits	Explain strategies and benefits	Evaluate strategies and outcomes
Five Ways to Wellbeing	Recognise helpful actions	Identify aspects	Identify and use	Apply in context	Evaluate application

Support services	Identify trusted people	Name services and roles	Name and describe services	Explain roles	Analyse roles and collaboration
Cognitive demand	Recognise / identify	Identify / state	Describe	Explain	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/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 mental health and emotional wellbeing appropriate to the level of delivery
- be able to facilitate discussions on sensitive topics in a safe, inclusive and supportive manner
- understand safeguarding requirements and know how to respond appropriately to learner disclosures.

Delivery should be supported by:

- access to pastoral or safeguarding support where required
- staff who are confident in promoting positive wellbeing, managing group discussion, and supporting learners to engage with potentially sensitive content.

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 must include:

Learning Environment

- a safe, inclusive and appropriate learning space that supports discussion and reflection.

Teaching and Learning Materials

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials to support understanding, reflection and discussion
- visual resources such as slides, diagrams and scenario-based prompts to support engagement with key concepts.

Equipment

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

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 Mental Health and Wellbeing at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Identification Task	Learners must identify feelings using images, symbols or prompts.
Matching Task	Learners must match feelings to expressions, e.g., happy to smiling.
Recognition Task	Learners must identify feelings in pictures or simple scenarios.
Simple Response	Learners must give an example of how feelings can change.
Selection Task	Learners must identify activities that support wellbeing from a range of options.
Verbal Response	Learners must state why an activity supports wellbeing using simple language.
Sorting Task	Learners must sort actions into those that support wellbeing and those that do not.
Outcome Task	Learners must state a positive outcome of actions that support wellbeing.

Entry Level 2

Assessment of Mental Health and Wellbeing at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Short Response	Learners must state what mental health means using simple sentences or supported formats.
Identification Task	Learners must identify feelings linked to positive wellbeing and difficulty using prompts or images.
Matching Task	Learners must match a mental health model to an example.
Recognition Task	Learners must recognise signs linked to mental health conditions using scenarios or images.
Sorting Task	Learners must identify environmental and social factors that support or harm wellbeing.
Listing Task	Learners must name strategies that support wellbeing.
Explanation Task	Learners must state how strategies support wellbeing.
Application Task	Learners must give an example of using an aspect of the Five Ways to Wellbeing.
Identification Task	Learners must name support services and state their role.

Entry Level 3

Assessment of Mental Health and Wellbeing at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Short Response	Learners must state what mental health means using simple sentences or supported formats.
Identification Task	Learners must identify feelings linked to positive wellbeing and difficulty using prompts or images.
Matching Task	Learners must match a mental health model to an example.
Recognition Task	Learners must recognise signs linked to mental health conditions using scenarios or images.
Sorting Task	Learners must identify environmental and social factors that support or harm wellbeing.
Listing Task	Learners must name strategies that support wellbeing.
Explanation Task	Learners must state how strategies support wellbeing.
Application Task	Learners must give an example of using an aspect of the Five Ways to Wellbeing.
Identification Task	Learners must name support services and state their role.

Level 1

Assessment of Mental Health and Wellbeing at Level 1 should include:

Assessment Type	Examples of Tasks
Reflective Task	Learners must describe personal beliefs about mental health and wellbeing.
Awareness Task	Learners must describe their own wellbeing, including coping strategies and areas for improvement.
Explanation Task	Learners must explain how resilience and positive attitudes support wellbeing.
Research Task	Learners must outline mental health models and explain how they are applied.
Description Task	Learners must describe features of mental health conditions.
Explanation Task	Learners must explain environmental and social factors affecting wellbeing.
Strategy Task	Learners must describe strategies for improving wellbeing and explain their benefits.
Application Task	Learners must suggest ways to apply the Five Ways to Wellbeing.
Identification Task	Learners must identify support services and explain their roles.

Level 2

Assessment Type	Examples of Tasks
Reflective Evaluation	Learners must evaluate their own awareness of mental health and wellbeing.
Analytical Task	Learners must assess how resilience, empathy and attitudes support wellbeing and reduce stigma.
Research Task	Learners must outline mental health models and explain their application.
Analytical Task	Learners must describe mental health conditions and analyse their impact.
Evaluation Task	Learners must evaluate environmental and social factors affecting wellbeing.
Strategy Task	Learners must summarise wellbeing strategies and assess their benefits.
Application Task	Learners must evaluate how the Five Ways to Wellbeing can be applied in different contexts.
Research Task	Learners must describe support services and explain how they support individuals, including collaboration.

Unit Content

Entry level 1

Unit Title: Mental Health and Wellbeing

Unit Reference Number: CBM106

Level: Entry Level 1

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' understanding of what constitutes good mental health and emotional wellbeing for themselves and others, exploring different wellbeing strategies such as requesting and offering support.

Principles of Progression

Progression 1 - I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Be able to recognise feelings		1.1	Name feelings
		1.2	Identify how feelings are expressed
2. Be able to recognise that feelings can change		2.1	Identify feelings in different people or situations
		2.2	Give an example of changing feelings
3. Know activities that support wellbeing		3.1	Identify activities that support wellbeing
		3.2	State why activities support wellbeing
4. Know simple actions that support wellbeing		4.1	Identify actions that support wellbeing
		4.2	State a positive outcome of actions

Indicative Content

LO1 AC1.1 The learner must name three simple feelings (e.g. happy, sad, angry) e.g.,

- Use everyday words for feelings.
- Recognise feelings shown in pictures, stories, or classroom examples.
- Teaching scaffolding: use flashcards with faces showing emotions.

Teachers may ask learners to point to or say the feeling or provide sentence starters: "I feel..."

AC1.2 The learner must identify one way people can show each of the three feelings identified in AC1.1 e.g.,

- Happy- smiling, laughing.
- Sad - crying, quiet voice.
- Angry - shouting, frowning.

Teaching could use role-play simple expressions (teacher models, learners copy) or match feelings to actions on cards. Sentence starters could be used, e.g., "What might you see if someone is ____?"

LO2 AC2.1 The learner must identify feelings in three pictures of different people. Learners must match three facial expressions to three feelings (smile = happy, tears = sad).

Teachers may use multiple-choice prompts, e.g., "Is this person happy or sad?"

Encourage learners to explain briefly: "He looks happy because he is smiling."

AC2.2 The learner must give one example to show that people's feelings can change at different times. Examples may include:

- "I felt worried before my test, but happy after."
- "My friend was sad in the morning, but excited at lunchtime."

Teachers may use sentence frames: "I felt ____ when ____, but later I felt ____." or ask learners to draw two pictures of themselves with different feelings.

Indicative Content

LO3	AC3.1 The learner must identify two activities that help them feel good. Learner's responses may include, playing football, listening to music, drawing, talking to friends, etc. Teachers may use brainstorming activities or picture prompts of hobbies. Teachers may also provide prompts such as: "What do you like to do when you feel sad?" AC3.2 The learner must state one reason why each activity identified in AC3.1 helps them feel better e.g., • Football - "It gives me energy." • Music - "It makes me calm."
LO4	AC4.1 The learner must identify two actions that may help to improve their wellbeing such as: • Eating healthy food. • Getting enough sleep. AC4.2 The learner must state one positive outcome of using both actions identified in AC4.1 to support their wellbeing. For example: • "If I get enough sleep, I feel less tired." • "I feel happier when I eat healthy food."

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits. 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	Helps learners understand sustainability in the world of work by showing how maintaining good mental health, healthy routines, and positive coping strategies supports long-term wellbeing strategies

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/National/International	Grounding wellbeing in everyday school life, while connecting to global approaches.
Diversity	Recognising differences in feelings, activities, and support networks.
Human Rights	Reinforcing the right to health, safety, and support.
RSE	Building emotional literacy, empathy, and help-seeking behaviours for healthy relationships

Entry level 2

Unit Title: Mental Health and Wellbeing

Unit Reference Number: CBM107

Level: Entry Level 2

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' understanding of what constitutes good mental health and emotional wellbeing for themselves and others, exploring different wellbeing strategies such as requesting and offering support.

Principles of Progression

Progression Step 2 - I can describe the way in which physical and emotional changes are connected in different contexts.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Know what mental health means	1.1	State what mental health means	
	1.2	Identify positive wellbeing feelings	
	1.3	Identify feelings linked to difficulty	
2. Know simple ideas about mental health	2.1	Name a model of mental health	
	2.2	Give an example of how the model is used	
	2.3	Recognise signs of mental health conditions	
3. Know factors that affect wellbeing	3.1	Identify environmental factors that support wellbeing	
	3.2	Identify environmental factors that harm wellbeing	
	3.3	Identify social factors that support wellbeing	
	3.4	Identify social factors that harm wellbeing	

4.	Know strategies to support wellbeing	4.1	Name wellbeing strategies
		4.2	State benefits of strategies
		4.3	Identify aspects of the Five Ways to Wellbeing
		4.4	Give an example of using the Five Ways
5.	Know where to find support	5.1	Name support services
		5.2	State the role of support services

Indicative Content

LO1	AC1.1 Learners must state what mental health means e.g., • mental health is about how we feel, think, and cope each day • it includes our emotions, thoughts, and how we manage stress • simple examples: “Mental health is how I feel inside” or “It’s about feeling happy or sad”.
	AC1.2 Learners must identify at least two feelings linked to positive wellbeing e.g., • feeling happy • feeling calm • feeling safe • feeling confident • feeling supported
	AC1.3 Learners may identify two feelings that show someone is struggling with their wellbeing e.g., • feeling sad • feeling worried • feeling tired • feeling angry • feeling lonely.
LO2	AC2.1 Learners must name one model used to describe mental health. Learners must name one of the following models: • Medical model – doctors help with treatment • Social model – things like bullying or poor housing affect how we feel

AC2.2 Learners must give one example of how this model is used in everyday life. Learners may include, relative to the model selected in AC2.1:

- Medical model example: visiting a GP for advice or medicine
- Social model example: school runs an anti-bullying campaign

AC2.3 Learners must recognise one sign of two of the following mental health conditions:

- Stress: headaches, trouble sleeping, feeling under pressure
- Anxiety: fast heartbeat, worrying a lot, avoiding things
- Depression: feeling sad for weeks, tiredness, not enjoying things

LO3 AC3.1 Learners must name one thing in the environment that helps them feel well e.g.,

- A quiet place to relax or study
- A clean and tidy bedroom
- A safe home or calm classroom
- A local park or green space
- Sunshine or fresh air.

AC3.2 Learners must name one thing in the environment that makes it harder to feel well e.g.,

- A noisy or crowded place
- Poor housing or broken furniture
- A messy or unsafe space
- No green space or nowhere to play
- Loud traffic or pollution.

AC3.3 Learners must give one example of a social activity, person or group that helps them feel good e.g.,

- Playing with friends
- Talking to a family member
- Joining a school club or youth group
- Spending time with a pet
- Getting a hug or kind words from someone.

AC3.4 Learners must give one example of a social activity, person or group that makes it harder to feel good e.g.,

- Being left out of a game
- Someone shouting or arguing
- Bullying or unkind words
- Peer pressure to do something wrong

	• Family arguments or tension at home.
LO4	AC4.1 Learners must name a strategy that can help wellbeing e.g., • Exercise (e.g., walking, dancing) • Talking to someone (friend, teacher) • Eating healthy food • Doing a hobby (drawing, music, sport) • Getting enough sleep. AC4.2 Learners must state a benefit of using that strategy e.g., • Exercise gives more energy and reduces stress • Talking helps people feel supported • Healthy food helps the body and brain • Hobbies help people relax and feel happy • Sleep helps people feel rested and calm. AC4.3 Learners must list three of the Five Ways to Wellbeing. They must include three from the following: • Connect • Be Active • Take Notice • Keep Learning • Give AC4.4 Learners must give one example of how to use one of the Five Ways e.g., • Connect: join a school club or talk to a friend • Be Active: walk to school or play outside • Take Notice: look at nature or think about feelings • Keep Learning: try a new hobby or learn something in class • Give: help a friend or share something
LO5	AC5.1: Learners must name one support service in Wales e.g., • NHS (e.g. GP, Child and Adolescent Mental Health Services (CAMHS)) • School counsellor or pastoral team • Charities such as Mind, YoungMinds, or Samaritans • Local youth services or wellbeing hubs AC5.2 Learners must state the role of the service selected in AC5.1 e.g., • NHS: gives advice, treatment, or counselling • School: provides a safe space and someone to talk to • Charities: offer helplines, information, and support groups

- Youth services: run clubs, drop-ins, or wellbeing activities.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits. 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	Helps learners understand sustainability in the world of work by showing how maintaining good mental health, healthy routines, and positive coping strategies supports long-term wellbeing strategies

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, National and International Contexts	Learners name support services in Wales (NHS, Mind, school counsellors) and explore how models of mental health are used in everyday life Builds awareness of local systems and wider social influences.
Diversity	Learners explore a range of emotions and experiences recognise that mental health affects people differently and identify inclusive support strategies. Promotes empathy and respect for individual differences.
Human Rights	Learners identify safe spaces, support services, and the impact of bullying or poor housing They learn that everyone has the right to feel safe, supported, and heard.
Relationships and Sexuality Education (RSE)	Learners explore kindness, peer support, friendship, and family dynamics. They learn how positive relationships and social activities support wellbeing and reduce stigma.

Entry level 3

Unit Title: Mental Health and Wellbeing

Unit Reference Number: CBM108

Level: Entry Level 3

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' understanding of what constitutes good mental health and emotional wellbeing for themselves and others, exploring different wellbeing strategies such as requesting and offering support.

Principles of Progression

Progression Step 3- I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Be able to recognise what mental health and wellbeing mean	1.1 State what mental health means
	1.2 Identify the difference between mental health and mental illness
	1.3 Give an example of how positive attitudes support wellbeing
2. Know about mental health conditions and models	2.1 Name a mental health model
	2.2 Give an example of how the model is used
	2.3 Recognise signs of mental health conditions
3. Know factors affecting wellbeing	3.1 Identify environmental factors that support wellbeing
	3.2 Identify environmental factors that harm wellbeing
	3.3 Describe social factors that support wellbeing

		3.4	Describe social factors that harm wellbeing
4.	Know strategies to improve wellbeing	4.1	Name wellbeing strategies
		4.2	State benefits of strategies
		4.3	Identify the Five Ways to Wellbeing
		4.4	Give examples of applying the Five Ways
5.	Know where to find support for wellbeing	5.1	Name support services
		5.2	State the role of support services

Indicative Content

LO1 AC1.1 Learners must state what the term “mental health” means in simple words. Examples can include, mental health is about how we think, feel, and cope each day e.g., feeling happy, sad, worried, or calm.

AC1.2 Learners must identify one difference between mental health and mental illness e.g.,

- Mental health = everyday feelings and wellbeing
- Mental illness = when difficulties last a long time and may need professional help
- Feeling stressed before an exam vs. ongoing anxiety disorder.

AC1.3 Learners must give one example of how a positive attitude can help self or others e.g., smiling, encouraging a friend, saying kind words → Helps build friendships and makes people feel supported.

LO2 AC2.1 Learners must name one model used to describe mental health e.g.,

- Medical model
- Social model

AC2.2 Learners must give one example of how the model identified in AC2.1 is used in everyday life e.g.,

- Medical: visiting a GP for advice or medicine
- Social: school runs an anti-bullying campaign

AC2.3 Learners must recognise simple signs of two of the listed mental health conditions:

- Stress: headaches, feeling under pressure, difficulty sleeping.
- Anxiety: constant worrying, fast heartbeat, avoiding situations.
- Depression: sadness lasting weeks, loss of interest in hobbies.

LO3

AC3.1 Learners must identify one environmental factor that can help wellbeing e.g.,

- a safe home
- quiet space to study
- access to parks or green spaces.

AC3.2 Learners must identify one environmental factor that can harm wellbeing e.g.,

- a disruptive home
- poor housing
- lack of green space.

AC3.3 Learners must give one example of a social factor that helps wellbeing e.g.,

- supportive friends
- belonging to a club
- family encouragement.

AC3.4 Learners must give one example of a social factor that harms wellbeing e.g.,

- bullying
- peer pressure
- family arguments.

LO4

AC4.1 Learners must name two strategies that can help wellbeing e.g.,

- exercise
- healthy eating
- talking to someone
- hobbies.

AC4.2 Learners must state one benefit of using each strategy e.g.,

- exercise gives people more energy and less stress
- talking to someone makes people feel supported

AC4.3 Learners must list the Five Ways to Wellbeing.

1. Connect

2. Be Active
3. Take Notice
4. Keep Learning
5. Give.

AC4.4 Learners must give one example of how to use one of the Five Ways in school or community e.g.,

- Connect: join a school club.
- Be Active: walk to school.
- Take Notice: notice nature on the way home.
- Keep Learning: try a new hobby.
- Give: help a friend with homework.

LO5 AC5.1 Learners must name two support services in Wales e.g.,

- NHS (GP, Child and Adolescent Mental Health Services (CAMHS))
- Charities (Mind, YoungMinds)
- School counsellor or pastoral team.

AC5.2 Learners must briefly state one role of each service named in AC5.1 e.g.,

- NHS: gives advice, treatment.
- Charities: helplines, information.
- School: safe space, someone to talk to.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits. 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	Helps learners understand sustainability in the world of work by showing how maintaining good mental health, healthy routines, and positive coping strategies supports long-term wellbeing strategies

Relevant Cross-Cutting Themes

Theme	Rationale
Local, National and International Contexts	Learners name support services in Wales (e.g. NHS, Mind, school counsellors) and explore how models like the medical and social model are used in everyday life. Builds awareness of local and wider systems of support.
Diversity	Learners explore different feelings, challenge myths (e.g. “only adults get stressed”), and recognise that people experience mental health differently. Promotes inclusion and respect for others’ experiences.
Human Rights	Learners learn about stigma, bullying, and the importance of safe spaces and support. They explore how services protect wellbeing and promote fairness, dignity, and access to help.
Relationships and Sexuality Education (RSE)	Learners explore empathy, kindness, friendships, and peer support. They learn how positive attitudes and encouragement help build healthy relationships and reduce stigma in school, family, and community.

Level 1

Unit Title: Mental Health and Wellbeing

Unit Reference Number: CBM109

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' understanding of what constitutes good mental health and emotional wellbeing for themselves and others, exploring different wellbeing strategies such as requesting and offering support.

Principles of Progression

Progression Step 4- I can analyse the connection between physical and emotional changes. I can modify my behaviour to support my physical and emotional health, and can work collaboratively to plan and refine strengths and areas for improvements.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1.	Know about of mental health	1.1	Identify personal beliefs about mental health
		1.2	Describe own awareness of wellbeing
		1.3	Describe how resilience and positive attitudes support wellbeing
2.	Know mental health models and conditions	2.1	Outline mental health models
		2.2	Explain how models are applied
		2.3	Describe features of mental health conditions
3.	Know factors affecting wellbeing	3.1	Explain environmental factors that support wellbeing
		3.2	Describe environmental factors that harm wellbeing
		3.3	Explain social factors that support wellbeing
		3.4	Describe social factors that harm wellbeing

4.	Be able to identify strategies for wellbeing	4.1	Describe wellbeing strategies
		4.2	Explain benefits of strategies
		4.3	Identify the Five Ways to Wellbeing
		4.4	Suggest ways to apply the Five Ways
5.	Know support services	5.1	Identify support services
		5.2	Explain roles of support services

Indicative Content

LO1	AC1.1 Learners must identify personal beliefs and views about mental health and mental illness e.g., - Learners share simple ideas about what “mental health” means to them. - Recognise common myths (e.g., “only adults get stressed”) vs. facts. - Consider how family, friends, or media shape their views.
	AC1.2 Learners must describe own awareness of mental health and wellbeing, identifying resilience, coping strategies, and areas for growth e.g., - Recognise signs of good wellbeing (e.g., feeling calm, having friends). - Recognise signs of poor wellbeing (e.g., feeling worried, tired, withdrawn). - Identify one coping strategy they use (e.g., talking to someone, listening to music). - State one area they could improve (e.g., asking for help sooner).
	AC1.3 Learners must describe how resilience and positive attitudes contribute to personal wellbeing e.g., - Simple examples of resilience (e.g., trying again after failing a test). - Positive attitudes: encouraging others, not judging. - How these help reduce stigma and build friendships.
LO2	AC2.1 Learners must name and outline two theoretical models used to describe mental health and wellbeing e.g., - Medical model: doctors help with treatment. - Social model: environment and stigma affect wellbeing. - Recovery model (optional introduction): people can learn to manage and grow.

AC2.2 Learners must explain how the two models identified in AC2.1 are applied in practice e.g.,

- Medical: GP gives advice or medicine.
- Social: school runs an anti-bullying campaign.
- Recovery: peer support groups.

AC2.3 Learners must describe the main features of three of the following mental health conditions:

- Stress: triggers, physical/emotional symptoms, coping strategies.
- Anxiety: worry, panic attacks, avoidance behaviours.
- Depression: low mood, loss of interest, fatigue.
- Bipolar disorder: mood swings, mania, depression.
- Schizophrenia: hallucinations, delusions, disorganised thinking.
- OCD: obsessions, compulsions, impact on daily life.

LO3

AC3.1 Learners must explain two environmental factors can help protect mental health and emotional wellbeing e.g.,

- safe home
- quiet space to study
- access to parks.

AC3.2 Learners must describe two environmental factors can negatively impact mental health and emotional wellbeing e.g.,

- noisy neighbourhood
- poor housing
- lack of green space.

AC3.3 Learners must explain two social factors can help protect mental health and emotional wellbeing e.g.,

- supportive friends
- belonging to a club
- family encouragement.

AC3.4 Learners must describe two social factors can negatively impact mental health and emotional wellbeing e.g.,

- bullying
- peer pressure
- family arguments.

LO4

AC4.1 Learners must describe two strategies for improving mental health and emotional wellbeing e.g.,

- exercise

- healthy eating
- talking to someone, hobbies.

AC4.2 A Learners must assess how the two strategies identified in AC4.1 may benefit own mental health and emotional wellbeing e.g.,

- Exercise provides people with more energy, less stress.
- Talking to someone makes people feel supported.

AC4.3 Learners must identify all of the 'Five Ways to Wellbeing'

1. Connect
2. Be Active
3. Take Notice
4. Keep Learning
5. Give

AC4.4 Learners must suggest three opportunities for applying the Five Ways to Wellbeing e.g.,

- Connect: join a school club.
- Be Active: walk to school.
- Give: help a friend with homework.

LO5

AC5.1 Learners must identify two different support services working to promote wellbeing in Wales e.g.,

- NHS (GP, Child and Adolescence Mental Health Services (CAMHS)).
- Charities (e.g., Mind, YoungMinds).
- School counsellor or pastoral team.

AC5.2 Learners must briefly explain the roles of the two support services identified in AC5.1 e.g.,

- NHS: gives advice, treatment.
- Charities: helplines, information.
- School: safe space, someone to talk to.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits. 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	Helps learners understand sustainability in the world of work by showing how maintaining good mental health, healthy routines, and positive coping strategies supports long-term wellbeing strategies

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, National and International Contexts	Learners explore support services in Wales (e.g. NHS, charities, school counsellors) and learn about models of mental health used across different countries (medical, social, recovery).
Diversity	Learners challenge myths and stereotypes, explore how family, friends, and media shape beliefs, and recognise that people experience mental health differently. Promotes respect and inclusion.
Human Rights	Learners learn about stigma, discrimination, and the importance of safe, supportive environments. They explore how services protect wellbeing and promote fairness, dignity, and access to help.
Relationships and Sexuality Education (RSE)	Learners explore empathy, encouragement, friendships, and peer support. They learn how positive attitudes and resilience help build healthy relationships and reduce stigma in school, family, and community.

Level 2

Unit Title: Mental Health and Wellbeing

Unit Reference Number: CBM110

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' understanding of what constitutes good mental health and emotional wellbeing for themselves and others, exploring different wellbeing strategies such as requesting and offering support.

Principles of Progression

Progression Step 5 - How we process and respond to our experiences affects our can contribute towards a culture where talking about mental health and emotional well-being is encouraged and normalised.

I can identify when to seek help based on a good understanding of my mental health and emotional well-being.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1.	Understand own mental health and emotional wellbeing	1.1	Describe personal beliefs about mental health
		1.2	Evaluate own awareness of wellbeing
		1.3	Explain how resilience, empathy and attitudes support wellbeing
		1.4	Assess how empathy and attitudes reduce stigma
2.	Understand mental health models and conditions	2.1	Outline mental health models
		2.2	Explain how models are applied
		2.3	Describe features of mental health conditions
3.	Understand factors affecting wellbeing	3.1	Evaluate environmental factors that support wellbeing
		3.2	Assess environmental factors that harm wellbeing

		3.3	Evaluate social factors that support wellbeing
		3.4	Assess social factors that harm wellbeing
4.	Be able to use strategies for wellbeing	4.1	Summarise wellbeing strategies
		4.2	Assess benefits of strategies
		4.3	Describe the Five Ways to Wellbeing
		4.4	Evaluate ways to apply the Five Ways
5.	Understand support services	5.1	Describe support services
		5.2	Explain roles and support provided

Indicative Content

LO1 AC1.1 Learners must describe personal beliefs and views about mental health and mental illness. Learners' must consider their own ideas, values, and cultural influences including:

- Common myths and stereotypes vs. evidence-based understanding.
- Differences between mental health and mental illness.
- How personal experiences, family, media, or community shape beliefs.

AC1.2 Learners must reflect on and evaluate own awareness of mental health and wellbeing in relation to resilience, coping strategies and areas for growth. This may include:

- Self-reflection activities (journals, questionnaires, discussions).
- Awareness of signs of good mental health (e.g. resilience, coping strategies).
- Awareness of signs of poor mental health (e.g. stress, anxiety, withdrawal).
- Identifying gaps in own knowledge and areas for improvement.

AC1.3 Explain how resilience, empathy, and positive attitudes contribute to personal wellbeing. Learners must consider:

- Benefits of self-care, positive thinking, and resilience.
- Role of self-esteem, self-acceptance, and optimism.
- Importance of empathy and encouragement in peer relationships.
- Impact of supportive relationships and healthy coping strategies.

AC1.4 Learners must assess how empathy and positive attitudes reduce stigma and strengthen relationships. Relationships may include school, family, and community. Learners must consider:

- The impact of encouragement, empathy, and kindness.
- Peer support and role modelling.
- Creating supportive environments in school, family, and community.
- Appropriately challenging discrimination and stigma.

LO2 AC2.1 Learners must outline three theoretical models used to describe mental health and emotional wellbeing. Learners may choose from:

- Medical model (illness, diagnosis, treatment).
- Social model (environment, stigma, inclusion).
- Recovery model (personal growth, empowerment, self-management).

AC2.2 Learners must explain how the models are applied in practice. Learners must include:

- Medical: medication, therapy, clinical pathways.
- Social: anti-stigma campaigns, inclusive education, workplace adjustments.
- Recovery: peer support, personalised care plans, learner agency

AC2.3 Learners must describe the main features of four mental health conditions from the following list:

Stress:

- Feeling under pressure from schoolwork, exams, or family issues.
- Physical signs: headaches, tiredness, difficulty sleeping.
- Emotional signs: irritability, worry, difficulty concentrating.
- Simple coping: talking to someone, taking breaks, exercise.

Anxiety:

- Constant worrying or nervousness about everyday situations.
- Physical signs: fast heartbeat, sweating, feeling shaky.
- Behavioural signs: avoiding situations that cause worry

Depression:

- Persistent sadness or low mood lasting weeks.
- Loss of interest in hobbies or activities once enjoyed.
- Signs: tiredness, changes in sleep or appetite, withdrawing from others.

Bipolar Disorder:

- Extreme mood changes: periods of very high energy (mania) and very low mood (depression).
- Mania signs: talking quickly, feeling very confident, little need for sleep.

Depression:

- Sadness, fatigue, loss of motivation.

Schizophrenia:

- Experiencing unusual thoughts or perceptions.
- Signs: hearing voices, seeing things that aren't there (hallucinations).
- Confused thinking or difficulty focusing.

Obsessive Compulsive Disorder (OCD):

- Repeated unwanted thoughts (obsessions).
- Repetitive behaviours (compulsions) such as checking or cleaning.

Post-Traumatic Stress Disorder (PTSD):

- Reaction after experiencing or witnessing a traumatic event.
- Signs: flashbacks, nightmares, feeling on edge.
- Emotional signs: fear, anger, sadness.

LO3 AC3.1 Learners must describe how two environmental factors can help protect mental health and emotional wellbeing. These may include:

- Safe housing, access to green spaces, stable routines.
- Positive school/work environments.
- Access to leisure and cultural activities.

AC3.2 Learners must assess how two environmental factors can negatively impact mental health and emotional wellbeing e.g.,

- Poor housing, overcrowding, unsafe neighbourhoods.
- Noise, pollution, lack of access to nature.
- Stressful school/work environments.

3.3 Learners must evaluate how two social factors can help protect mental health and emotional wellbeing. These may include:

- Supportive family and friendships.
- Belonging to groups/communities.
- Positive role models and mentors.

3.4 Learners must assess how two social factors can negatively impact mental health and emotional wellbeing. These may include:

- Bullying, peer pressure, discrimination.
- Social isolation or exclusion
- Family conflict or breakdown.

LO4 4.1 Learners must summarise two strategies for improving mental health and emotional wellbeing. These may include:

- Healthy lifestyle: sleep, exercise, nutrition.
- Relaxation and mindfulness.
- Talking therapies, counselling.

- Creative outlets (art, music, sport).

4.2 Learners must assess how the two strategies identified in AC4.1 may benefit own and others' mental health and emotional wellbeing. The benefits may include:

- Personal benefits: stress reduction, improved mood, resilience.
- Community benefits: reduced stigma, stronger relationships, peer support.
- Examples from school, youth groups, or local initiatives.

4.3 Learners must identify and briefly describe all the 'Five Ways to Wellbeing' actions 1. Connect 2. Be Active 3. Take Notice 4. Keep Learning 5. Give.

4.4 Learners must evaluate two opportunities for applying the 'Five Ways to Wellbeing' actions, these may include:

- Connect: joining clubs, spending time with family/friends.
- Be Active: sports, walking, dance.
- Take Notice: mindfulness, gratitude practices.
- Keep Learning: new skills, hobbies, school subjects.
- Give: volunteering, helping others, acts of kindness.

LO5	5.1 Learners must Identify three different support services supporting wellbeing in Wales. These may include: • NHS services (CAMHS, GPs, mental health teams). • Charities (Mind, YoungMinds, Samaritans). • School-based support (counsellors, pastoral teams). • Community groups (youth clubs, peer support). 5.2 Learners must briefly explain their roles. These may include: • NHS: diagnosis, treatment, clinical support. • Charities: advice, helplines, advocacy. • Schools: early intervention, safe spaces, referrals. • Collaboration: multi-agency working, signposting, holistic support
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Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Helps learners understand sustainability in the world of work by showing how maintaining good mental health, healthy routines, and positive coping strategies supports long-term wellbeing strategies

Relevant Cross-Cutting Themes	
Local, national and international contexts	Learners explore mental health support in Wales (e.g. NHS, charities), compare theoretical models used globally, and consider how environmental and social factors affect wellbeing in different contexts.
Diversity	Learners challenge myths and stereotypes, explore cultural influences on beliefs, and assess inclusive practices (e.g. anti-stigma campaigns, peer support). Promotes respect for individual differences and inclusive environments.
Human rights	Embedded through discussions of stigma, discrimination, access to care, and the right to dignity and support. Learners evaluate how services and environments uphold or undermine wellbeing rights.
Relationships and sexuality education (RSE)	Explored through empathy, self-esteem, peer relationships, kindness, and emotional wellbeing. Learners reflect on how supportive relationships and positive attitudes improve mental health