

Understanding Self and Others

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

Contents

Unit Aim.....	3
Units from Other Awarding Organisations	3
Qualification Documentation	3
Progression Across Levels	4
Delivery Requirements	6
Assessment Approach.....	8
Entry Level 1	8
Entry Level 2.....	9
Entry Level 3.....	9
Level 1	10
Level 2	10
Unit Content	11
Entry level 1	11
Entry level 2.....	13
Entry level 3.....	16
Level 1	19
Level 2	23

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 Understanding Self and Others suite of units has been designed to develop learners' emotional intelligence and interpersonal skills, to be self-aware, understand their identity, recognise differences and similarities with others, and foster healthy relationships and social interactions.

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
Identity and self-awareness	Recognise personal preferences and characteristics	Identify strengths and similarities/differences	Describe strengths and feelings	Describe identity and development	Explain and evaluate factors shaping identity
Understanding emotions	Identify basic emotions	Identify different emotions	Describe emotions and triggers	Explain effects of emotions	Analyse links between thoughts, feelings and behaviours
Managing emotions	Recognise simple emotional responses	Identify ways to manage emotions	Use coping strategies	Use techniques to manage emotions	Adapt and evaluate emotional regulation strategies
Interaction and communication	Participate in group activity	Demonstrate listening and collaboration	Participate in discussions	Demonstrate communication skills	Demonstrate and evaluate communication in context
Relationships	Demonstrate helpful behaviour	Participate in collaborative tasks	Demonstrate supportive behaviours	Describe healthy relationships and support	Compare and evaluate relationship types and boundaries
Diversity and respect	Show basic respect	Identify similarities/differences	Describe benefits of diversity	Describe diversity and inclusion	Analyse impact of stereotyping and plan inclusion

Independence and application	Participate with support	Respond with guidance	Demonstrate independently	Apply skills in structured contexts	Apply, adapt and evaluate across contexts
Cognitive demand	Recognise / participate	Identify / describe	Describe / use	Explain / apply	Analyse / evaluate / adapt

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 emotional intelligence, interpersonal skills, relationships and wellbeing appropriate to the level of delivery
- be able to support learners in developing self-awareness, communication and emotional regulation
- understand safeguarding requirements and know how to respond appropriately to learner disclosures or concerns.

Delivery should be supported by:

- staff who can facilitate discussion of personal and sensitive topics in a safe and supportive environment
- staff who can model positive communication, respectful behaviour and emotional regulation
- staff who can support learners to build confidence, resilience and awareness of others
- 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 enables discussion, reflection and group interaction

Teaching and Learning Materials

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials to support identity, emotions and relationships
- scenario-based materials and case studies to explore social and emotional situations
- visual resources such as emotion cards, prompts and communication aids.

Equipment

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

Practical Resources

- materials to support role play and communication activities, e.g., scenario cards or prompt cards
- resources to support emotional regulation activities, e.g., emotion charts, reflection tools or calming resources.

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 Understanding Self and Others at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Matching / Selection	Learners select a personal preference from images or options.
Simple Verbal Response	Learners state a personal characteristic.
Identification Task	Learners identify emotions using symbols or visuals.
Recognition Task	Learners recognise emotions in others from pictures or scenarios.
Practical Activity	Learners participate in a simple group activity.
Demonstration (Supported)	Learners demonstrate a helpful behaviour (e.g., sharing, helping).

Entry Level 2

Assessment of Understanding Self and Others at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Identification Task	Learners identify strengths, interests and preferences.
Comparison Task	Learners identify similarities or differences with a peer.
Sorting Task	Learners identify different emotions across situations.
Scenario Task	Learners identify ways to manage emotions.
Demonstration	Learners demonstrate active listening skills.
Practical Task	Learners take part in a collaborative activity.

Entry Level 3

Assessment of Understanding Self and Others at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Written / Verbal Task	Learners describe strengths and areas for development.
Reflection Task	Learners describe how achievements affect feelings.
Scenario-Based Task	Learners identify emotional triggers and responses.
Demonstration	Learners demonstrate coping strategies in context.
Group Activity	Learners participate in discussions to reach a shared goal.
Explanation Task	Learners explain benefits of diversity and respectful behaviour.

Level 1

Assessment of Understanding Self and Others at Level 1 should include:

Assessment Type	Examples of Tasks
Written Task	Learners describe personal qualities and development areas.
Explanation Task	Learners describe effects of emotions on behaviour.
Demonstration	Learners demonstrate communication skills.
Role Play	Learners support others during a group activity.
Structured Task	Learners describe characteristics of healthy relationships.
Scenario Task	Learners identify support options for relationship issues.
Planning Task	Learners outline an inclusion activity.

Level 2

Assessment of Understanding Self and Others at Level 2 should include:

Assessment Type	Examples of Tasks
Explanation Task	Learners explain factors influencing identity.
Evaluation Task	Learners evaluate strengths in relation to goals.
Analytical Task	Learners analyse links between thoughts, feelings and behaviours.
Scenario Task	Learners adapt emotional regulation strategies.
Role Play	Learners demonstrate conflict resolution skills.
Reflection Task	Learners evaluate their contribution to teamwork.
Comparison Task	Learners compare healthy and unhealthy relationships.
Analytical Task	Learners analyse impact of stereotyping and prejudice.
Planning Task	Learners plan an inclusion activity.

Unit Content

Entry Level 1

Unit Title: Understanding Self and Others

Unit Reference Number: CBM151

Level: Entry Level 1

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' emotional intelligence and interpersonal skills, to be self-aware, understand their identity, recognise differences and similarities with others, and foster healthy relationships and social interactions.

Principles of Progression

Progression step 1 - I am beginning to have an awareness that thoughts and feelings change, and I am starting to notice when change happens

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know personal identity	1.1 Identify a personal preference
	1.2 State a personal characteristic
2. Understand different emotions	2.1 Identify an emotion in themselves
	2.2 Identify an emotion in others
3. Be able to interact with others	3.1 Participate in a group activity
	3.2 Demonstrate a helpful behaviour

Indicative Content

LO1 AC 1.1 Learners must identify at least one personal preference e.g.,

- Selecting a favourite food from a menu
- choosing a preferred hobby (e.g., football, drawing, music)
- pointing to a favourite colour

AC 1.2 Learners must state at least one personal characteristic e.g.,

	• name • age • physical feature (e.g., "I have brown hair") • or attribute e.g., "I am kind."
LO2	AC 2.1. Learners must identify at least one basic emotion in themselves. AC 2.2 Learners must recognise at least one basic emotion in others.
LO3	AC 3.1 Learners must participate in at least one group activity e.g., turn-taking tasks (waiting for a turn in a board game, passing a ball, waiting their turn to speak during a group circle time. AC 3.2 Learners must demonstrate one way to be helpful to others e.g., • holding a door open for a classmate • passing a pen to a peer who needs one • sharing a piece of equipment during a lesson.

Area of Learning Experience	Health and Well-being
Statement of What Matters	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	Developing self-awareness, emotional regulation and positive interpersonal skills supports sustainable participation in work and everyday life; enabling individuals to build respectful relationships, manage challenges effectively and contribute positively to inclusive and supportive environments.

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Builds emotional intelligence and social awareness
RSE	Directly supports the RSE cross-cutting theme by helping learners understand identity, relationships, boundaries and respectful interactions

Entry Level 2

Unit Title: Understanding Self and Others

Unit Reference Number: CBM152

Level: Entry Level 1

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' emotional intelligence and interpersonal skills, to be self-aware, understand their identity, recognise differences and similarities with others, and foster healthy relationships and social interactions.

Principles of Progression

Progression step 2 - I can, with support, focus attention on my perceptions and thoughts

I can understand how and why my thoughts, feelings and actions change in response to different experiences

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know own identity and preference	1.1 Identify personal strengths and interests
	1.2 Identify a similarity or difference with others
2. Know how emotions vary	2.1 Identify different emotions
	2.2 Identify a way to manage an emotion
3. Be able to interact positively with others	3.1 Demonstrate active listening
	3.2 Participate in a collaborative task

Indicative Content

- LO1 AC 1.1 Learners must identify two personal strengths and interests e.g.,
- choosing three icons from a digital board that represent hobbies (e.g., art, cooking, or football)
 - completing a "Strength Shield" worksheet by circling words like "kind," "good at art," or "helpful."

AC 1.2 Learners must identify a similarity or difference between self and others e.g.,

- "I have brown eyes, but Sam has blue eyes"
- both of us enjoy music

- LO2 AC 2.1 Learners must identify at least two examples of different emotions e.g.,
- "excited"
 - "frustrated"
 - "worried".

AC 2.2 Learners must identify at least two ways to manage an emotion e.g.,

- Using a stress ball to handle anger
- Taking deep breaths when feeling overwhelmed in a noisy classroom.

- LO3 AC 3.1 Learners must demonstrate active listening skills on at least two occasions e.g.,
- maintaining appropriate eye contact or body orientation toward a speaker during a 1-minute conversation
 - nodding and waiting for a peer to finish speaking before responding during a paired activity

AC 3.2 Learners must participate in a collaborative task with others e.g.,

- working in a group of three to create a poster
- taking responsibility for one specific section (e.g., the colouring)
- taking part in a team-building game, such as a "blindfold obstacle course," where they must follow or give simple directions.

Area of Learning Experience	Health and Well-being
Statement of What Matters	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	Developing self-awareness, emotional regulation and positive interpersonal skills supports sustainable participation in work and everyday life; enabling individuals to build respectful relationships, manage challenges effectively and contribute positively to inclusive and supportive environments.

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Builds emotional intelligence and social awareness
RSE	Directly supports the RSE cross-cutting theme by helping learners understand identity, relationships, boundaries and respectful interactions

Entry Level 3

Unit Title: Understanding Self and Others

Unit Reference Number: CBM153

Level: Entry Level 3

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' emotional intelligence and interpersonal skills, to be self-aware, understand their identity, recognise differences and similarities with others, and foster healthy relationships and social interactions.

Principles of Progression

Progression step 3 - I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing my self-awareness

I can self-regulate my emotions in a healthy way using strategies that I have developed

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand personal identity and feelings	1.1 Outline personal strengths and areas for improvement
	1.2 Explain how achievements affect feelings
2. Understand emotions and responses	2.1 Identify triggers for emotions
	2.2 Use strategies to manage emotions
3. Be able to demonstrate positive interpersonal skills	3.1 Demonstrate supportive behaviour
	3.2 Participate in a discussion to reach a shared goal
4. Understand diversity and respect	4.1 Identify benefits of a diverse community
	4.2 Identify ways to show respect for others

Indicative Content

LO1	AC 1.1 Learners must outline at least two personal strengths and two areas for improvement: e.g., • being a reliable friend • needing to improve time management for lessons • having a talent for creative arts AC 1.2 Learners must explain how personal achievements make them feel e.g., • feeling proud after finishing a difficult project • feeling motivated when receiving a high grade • feeling confident after doing well in a competition
LO2	AC 2.1 Learners must identify at least three internal or external triggers for different emotions e.g., • feeling anxious due to a change in the school timetable • feeling happy when listening to favourite music • feeling frustrated by a noisy classroom. AC 2.2 Learners must use at least two coping strategies for a range of emotions e.g., • practising mindfulness breathing when stressed • seeking advice from a trusted teacher when confused • using positive self-talk before a presentation.
LO3	AC 3.1 Learners must demonstrate at least three supportive behaviours toward a peer e.g., • offering words of encouragement • sharing resources during a practical task • helping a classmate find a lost item. AC 3.2 Learners must participate in a discussion to reach a shared goal e.g., • contributing ideas for a class fundraiser • deciding on a group name for a project • agreeing on rules for a classroom game.
LO4	AC 4.1 Learners must identify at least three benefits of a diverse community e.g., • learning about different cultures through food • having a wider range of ideas in a team • understanding different ways to solve problems.

AC 4.2 Learners must identify at least three ways to show respect for the beliefs of others e.g.,

- listening without interrupting during a debate
- using inclusive language
- following specific cultural etiquette when visiting a place of worship.

Area of Learning Experience	Health and Well-being
Statement of What Matters	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	Developing self-awareness, emotional regulation and positive interpersonal skills supports sustainable participation in work and everyday life; enabling individuals to build respectful relationships, manage challenges effectively and contribute positively to inclusive and supportive environments.

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Builds emotional intelligence and social awareness
RSE	Directly supports the RSE cross-cutting theme by helping learners understand identity, relationships, boundaries and respectful interactions

Level 1

Unit Title: Understanding Self and Others

Unit Reference Number: CBM154

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' emotional intelligence and interpersonal skills, to be self-aware, understand their identity, recognise differences and similarities with others, and foster healthy relationships and social interactions.

Principles of Progression

Progression step 4 - I can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness

I can identify different strategies to self-regulate my emotions in response to a range of experiences

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Understand personal identity and self-development		1.1	Describe personal qualities that contribute to identity
		1.2	Outline areas for personal self-development
2. Understand emotions and behaviours		2.1	Describe the physical and mental effects of different emotions
		2.2	Use techniques to manage emotions
3. Be able to communicate effectively		3.1	Demonstrate verbal and non-verbal communication skills
		3.2	Support others in group activities
4. Understand healthy relationships		4.1	Describe characteristics of healthy relationships
		4.2	Identify how to access support for relationship concerns

5. Understand diversity and inclusion	5.1	Describe the benefits of diversity
	5.2	Plan a way to promote inclusion

Indicative Content

LO1	AC 1.1 Learners must describe at least three personal qualities that contribute to a positive identity e.g., • being a reliable team member • showing resilience when a task is difficult • demonstrating honesty in social interactions AC 1.2 Learners must outline three areas for personal self-development e.g., • improving confidence when speaking in front of a class • developing better listening skills • learning how to manage time more effectively for schoolwork
LO2	AC 2.1 Learners must describe physical or mental effects of at least three different emotions e.g., • racing heart when feeling anxious • a "brain fog" or lack of focus when feeling stressed • an increase in energy and "butterflies" when feeling excited. AC 2.2 Learners must use at least two appropriate techniques to manage emotional responses e.g., • using "grounding" exercises (5-4-3-2-1 technique) • taking a structured break from a stressful environment • utilising a "mood journal" to track and process feelings
LO3	AC 3.1 Learners must demonstrate at least two verbal or two non-verbal communication skills e.g., • using appropriate eye contact and body posture • using "I" statements to express feelings • varying tone of voice to suit the social context AC 3.2 Learners must contribute to three group tasks by supporting others e.g., • offering to help a peer with a specific part of a project • encouraging a quieter member of the group to speak • sharing resources fairly

LO4	AC 4.1 Learners must describe at least three examples of the characteristics of a healthy relationship e.g., • mutual respect for personal boundaries • open and honest communication • supporting each other's individual goals. AC 4.2 Learners must identify how to access at least two different types of support for relationship concerns e.g., • speaking to a school counsellor or safeguarding lead • contacting a youth helpline (e.g., Meic) • talking to a trusted teacher or family member.
LO5	AC 5.1 Learners must describe at least three benefits of a diverse society e.g., • gaining new perspectives on problem-solving • celebrating a wide range of cultural festivals and foods • creating a more vibrant and creative community. AC 5.2 Learners must plan one way to promote inclusion e.g., • designing a "buddy system" for new students • creating a list of inclusive language for the classroom • planning a school display that celebrates different cultures.

Area of Learning Experience	Health and Well-being
Statement of What Matters	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	Developing self-awareness, emotional regulation and positive interpersonal skills supports sustainable participation in work and everyday life; enabling individuals to build respectful relationships, manage challenges effectively and contribute positively to inclusive and supportive environments.

Relevant Cross-Cutting Themes

Theme	Rationale
Diversity	Builds emotional intelligence and social awareness
RSE	Directly supports the RSE cross-cutting theme by helping learners understand identity, relationships, boundaries and respectful interactions

Level 2

Unit Title: Understanding Self and Others

Unit Reference Number: CBM155

Level: Two (12)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' emotional intelligence and interpersonal skills, to be self-aware, understand their identity, recognise differences and similarities with others, and foster healthy relationships and social interactions.

Principles of Progression

Progression step 5 - I can use my self-awareness to appreciate the complexity of my emotions and apply strategies to self-regulate them in a healthy way and to connect with others

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand factors influencing identity	1.1 Explain how internal and external factors shape identity
	1.2 Evaluate personal strengths and areas for development in relation to goals
2. Understand complex emotional responses	2.1 Explain links between thoughts, feelings and behaviours
	2.2 Adapt strategies to manage emotions in different situations
3. Be able to use interpersonal skills effectively	3.1 Demonstrate communication to resolve conflict
	3.2 Evaluate own contribution to teamwork
4. Understand relationships and boundaries	4.1 Compare healthy and unhealthy relationships
	4.2 Explain importance of boundaries and consent
5. Understand diversity and inclusion	5.1 Describe impact of stereotyping and prejudice

Indicative Content

LO1 AC 1.1 Learners must explain how at least two internal and two external factors shape individual identity e.g.,

- family values
- cultural heritage
- social media trends
- personal lived experiences.

AC 1.2 Learners must evaluate at least two personal strengths and two areas for development in relation to future goals e.g.,

- assessing current communication skills for further education or employment interviews
- identifying the need for better emotional resilience
- evaluating academic stamina
- considering leadership potential in extracurricular clubs

LO2 AC 2.1 Learners must explain the links between thoughts, feelings, and behaviours e.g.,

- thinking peers are mocking you leads to embarrassment and withdrawal
- believing you are prepared creates confidence and focus
- fearing failure triggers hopelessness and giving up
- assuming a friend is ignoring you causes anger and confrontation

AC 2.2 Learners must demonstrate adapting at least two strategies of self-regulation techniques to different stressful situations e.g.,

- using box breathing during an exam
- practicing "stop and think" during a peer disagreement
- using positive visualization before a presentation
- applying time-management tools to reduce deadline pressure

LO3	AC 3.1 Learners must demonstrate effective communication skills to resolve a straightforward conflict e.g., • using "I" statements to avoid blame • active listening to understand a peer's perspective • negotiating a compromise during a group project • using non-threatening body language AC 3.2 Learners must evaluate own contribution when working as part of a team e.g., • identifying specific contributions made to a task • evaluating how well they listened to others • noting instances where they supported a peer • identifying one thing they would change for the next group activity
LO4	AC 4.1 Learners must compare characteristics of healthy versus unhealthy relationships e.g., • mutual respect vs. controlling behaviours • open communication vs. gaslighting • shared decision-making vs. isolation • support vs. co-dependency AC 4.2 Learners must explain the importance of boundaries and consent e.g., • defining personal physical space • respecting a peer's right to say "no" to sharing information • understanding digital consent when posting photos of others • recognizing the role of mutual agreement in friendships
LO5	AC 5.1 Learners must describe the impact of stereotyping and prejudice e.g., • how "labelling" affects self-esteem • role of unconscious bias in school exclusions • impact of bullying on mental health • how systemic prejudice limits opportunities for marginalized groups AC 5.2 Learners must plan an activity that promotes social inclusion e.g., • designing a "No One Eats Alone" lunch club • creating a multicultural assembly presentation • drafting a "Welcome Pack" for new students from different backgrounds, • organising an inclusive sports day event.

Area of Learning Experience	Health and Well-being
Statement of What Matters	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	Developing self-awareness, emotional regulation and positive interpersonal skills supports sustainable participation in work and everyday life; enabling individuals to build respectful relationships, manage challenges effectively and contribute positively to inclusive and supportive environments.

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Builds emotional intelligence and social awareness
RSE	Directly supports the RSE cross-cutting theme by helping learners understand identity, relationships, boundaries and respectful interactions