

# SPECIFICATION

For exams January, May and November onwards  
For teaching from September 2024 onwards.



Learning  
Resource  
Network

## LRN INTERNATIONAL GCSE **WELLBEING** (7155)



THE QUEEN'S AWARDS  
FOR ENTERPRISE:  
INTERNATIONAL TRADE

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## BACKGROUND TO LRN

Learning Resource Network (LRN) is a recognised Awarding Organisation that offers a range of qualifications to candidates, educational institutes, training providers, schools and employers.

LRN is recognised for its high quality qualifications that enable candidates to progress to other areas of study and employment in their designated fields.

In producing its qualifications, LRN uses the experience and expertise of academics, professionals working in the pertinent industries and assessment practitioners with a wealth of best practice and knowledge of validation, verification, delivery and assessment.

## ACCOLADES

### Queen's Award

In April 2020, LRN received the Queen's Award for Enterprise for International Trade. LRN is one of 220 organisations in the UK to be recognised with this prestigious accolade. This was in recognition of the expansion LRN brought to the overseas qualification market.

## MANAGEMENT SYSTEMS

LRN has been awarded international accreditation as part of its quality controls, policies, systems and overall approach to its management systems. These awards are externally validated by the British Assessment Bureau. LRN has achieved accreditation in the form of ISO 9001: Quality Management Systems, ISO 14001: Environment Management Systems and ISO 27001: Information Security Management Systems.

## CUSTOMER SERVICE EXCELLENCE

LRN has achieved the prestigious award of Customer Service Excellence. This is in recognition of its customer service practices, approach to managing and dealing with UK and Overseas customer needs, including the diverse needs of its centres.

LRN was the first UK Awarding Organisation to achieve Customer Service Excellence. Following reaccreditation in 2019, LRN received an award for Customer Service Excellence: Compliance Plus, demonstrating that LRN went above and beyond the delivery of its customer service principles.



## INTRODUCTION

This specification provides an overview to the LRN International GCSE Wellbeing<sup>1</sup>. This document is suitable for various users, including candidates, centres, administrators, employers, parents/guardians, teachers (and other related staff) and examiners. The specification outlines the key features and administrative procedures required for this international qualification.

## OBJECTIVE

The LRN International GCSE Wellbeing is designed to equip students with the knowledge, skills, and attitudes necessary to thrive in today's complex and demanding world. By focusing on emotional and physical health, relationships, communication, safety, adaptability, and community involvement, this curriculum aims to promote holistic wellbeing and empower students to lead healthy and fulfilling lives.

## MODE OF DELIVERY

This qualification has been constructed to be delivered within centres. Centres will need to demonstrate to LRN, through the centre recognition processes, that they have the resources, facilities and competence to deliver. However, centres must be able to demonstrate, in line with LRN's criteria, that they have the means, capability, capacity and resources (including suitably qualified centre staff) to deliver by the method chosen by the centre.

## PROGRESSION

The LRN International GCSE Wellbeing has been designed to reflect the wide variation in candidates' origins, levels of education and career aims. Progression opportunities may, therefore, take a variety of paths. Depending on the level of qualification achieved, it may be appropriate for the candidate to progress to:

1. Similar level 2 qualification in Wellbeing;
2. LRN Level 2 Certificate or Diploma in Pre-A Foundation Studies;
3. LRN Level 3 Diploma in Pre-U Foundation Studies;
4. A higher level of any qualification – e.g. A-Level, Diploma
5. Vocationally Related Qualifications

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<sup>1</sup> LRN International GCSEs are globally recognised qualifications designed specifically for international candidates and are available outside the United Kingdom. Candidates based in England refer to the Ofqual register.

## QUALIFICATION OVERVIEW

| Number | Subject Content   | AO    | Exam  |
|--------|---|-------|---|
| 1      | Introduction to Wellbeing: Understanding the importance of physical, mental, emotional, and social well-being | 1,2,3 | Combination of written exam papers (externally set and marked)<br><br><b>Paper 1:</b><br>Multiple choice and short answer questions<br><br>Duration: 2 hours<br><br><b>Paper 2:</b><br>Extended theory<br><br>Duration: 1 hour 30 minutes |
| 2      | Physical Health and Wellness: Nutrition, exercise, personal hygiene   | 1,2,3 |   |
| 3      | Mental and Emotional Health: Stress management, coping strategies, self-care techniques                       | 1,2,3 |   |
| 4      | Social Well-Being: Communication skills, conflict resolution, building positive relationships                 | 1,2,3 |   |
| 5      | Mindfulness Practices: Developing self-awareness and focus  | 1,2,3 |   |
| 6      | Building Resilience: Developing healthy habits, fostering positive relationships                              | 1,2,3 |   |

## BREAKDOWN OF ASSESSMENT OBJECTIVES

**AO 1** – demonstrate knowledge and understanding of the principles, concepts and the theoretical ideas of wellbeing.

**AO 2** – apply knowledge and understanding of the principles, concepts and the theoretical ideas of wellbeing.

**AO 3** – analyse information and ideas to interpret, evaluate, make judgements and draw conclusions regarding the principles, concepts and the theoretical ideas of wellbeing.

## ASSESSMENT

The assessment for this qualification consists of written exam papers, set and marked by the LRN.

| Assessment objectives (AOs) | Weighting |         |
|-----------------------------|-----------|---------|
|                             | Paper 1   | Paper 2 |
| AO1                         | 50%       | 30%     |
| AO2                         | 20%       | 30%     |
| AO3                         | 30%       | 40%     |



## **GUIDED LEARNING HOURS**

The guided learning hours (GLH) for this qualification are 130. Please note the hours stated are indicative.

## **ENTRIES CODES**

One entry per qualification is sufficient and will cover all the question papers including certification.

## **PRIVATE CANDIDATES**

Centres are advised that private candidates are only to be enrolled with prior agreement and confirmation from LRN.

## **GRADING**

Results are reported, as 9 to 1.

## **RESULTS**

Exam series are in:

- January (results released in March)
- June (results released in August)
- November (results released in January)

## **RE-TAKES**

Whereas candidates can re-take the whole qualification as often as they wish, individual components cannot be re-taken as it is a traditional linear specification.

Please remember, one entry per qualification is sufficient and will cover all the question papers including certification.

## CUSTOMER SERVICE STATEMENT

Learning Resource Network (LRN) is committed to ensuring all customers are dealt with promptly and in a professional and helpful manner. In order to guarantee this, we commit to ensuring the following in our day to day interactions with candidates, assessment centres and our stakeholder network:

- All customers will be treated equally and with respect;
- All customer information will only be used in a way which has been agreed in advance, unless we are informed of something that places them or others at risk of harm;
- All customers will be treated by staff in a professional manner.

LRN has arrangements in place to provide a telephone and e-mail helpdesk which will be staffed from 09:00 to 17:00 from Monday to Friday. Furthermore, it will respond to each e-mail, letter or telephone message it receives regarding feedback on its qualifications, centre approvals process or other matters relating to its products and/or services. The timetable for responding is as follows:

- E-mail: 5 working days
- Letter: 5 working days
- Telephone message: 5 working days

## DIVERSITY AND EQUALITY

Learning Resource Network (LRN) is committed to ensuring fair and equal access to its qualifications, examinations and support materials. Our Diversity and Equality policy seeks to eliminate unjustifiable discrimination, harassment and/or victimisation and to advance equality of opportunity, thereby ensuring all candidates are treated fairly, in accordance with the protected characteristics of the Equality Act 2010. Specifically, we comply fully with the requirements laid out in the Equality Act 2010. In addition, and within the constraints of this policy, LRN will have due regard for the General data Protection Regulations (GDPR) in the retention of information which is unnecessary.

| 1   |   | Introduction to Wellbeing: Understanding the importance of physical, mental, emotional, and social well-being |   |
|---|---|---|---|
| <b>Aim</b>  |   |   |   |
| The aim is to address physical, mental, emotional, and social aspects of student well-being, providing them with the knowledge and skills needed to navigate challenges and lead healthy, balanced lives. Candidates will learn about the importance of physical, mental, emotional and social well-being in their lives. |   |   |   |
| Learning Outcomes - The learner will:   |   | Assessment Criteria - The learner can:  |   |
| 1   | Recognise a variety of emotions in oneself and others by using suitable and considerate language. | 1.1   | <b>Demonstrate</b> an understanding of basic emotions such as happiness, sadness, anger, fear, surprise, and disgust.   |
|   |   | 1.2   | <b>Identify</b> and label emotions in different situations.   |
|   |   | 1.3   | <b>Identify</b> and label the emotions of others based on facial expressions, body language, and tone of voice.   |
|   |   | 1.4   | <b>Identify</b> more complex emotions such as jealousy, guilt, excitement, empathy, and compassion.   |
|   |   | 1.5   | <b>Use</b> appropriate language to express their own emotions in a clear and concise manner.  |
|   |   | 1.6   | <b>Use</b> a variety of vocabulary to describe different emotions accurately.   |
|   |   | 1.7   | <b>Express</b> emotions in writing using descriptive language that conveys the intensity and complexity of the emotion.   |
|   |   | 1.8   | <b>Express</b> empathy and understanding towards others' emotions through words and actions.  |
| 2   | Understand the impact of puberty on an individual's feelings and actions.                         | 2.1   | <b>Demonstrate</b> a comprehensive understanding of the physical changes that occur during puberty, such as growth spurts, hormonal changes, and changes in secondary sexual characteristics. |
|   |   | 2.2   | <b>Describe</b> how these physical changes may influence an individual's emotional state, self-image, and behaviour.  |
|   |   | 2.3   | <b>Recognize</b> the emotional challenges that adolescents may experience during puberty, such as mood swings, heightened emotions, and self-consciousness.                                   |



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|   |  | 2.4  | <b>Explain</b> how hormonal fluctuations can impact an individual's emotional well-being and interpersonal relationships.  |
|   |  | 2.5  | <b>Understand</b> the cognitive changes that occur during puberty, including changes in brain development, cognitive abilities, and decision-making skills.                              |
|   |  | 2.6  | <b>Discuss</b> how these cognitive changes may influence an individual's decision-making process, risk-taking behaviours, and self-regulation.   |
|   |  | 2.7  | <b>Identify</b> common behavioural changes observed in adolescents during puberty, such as rebelliousness, defiance, aggression, and peer influence.                                     |
|   |  | 2.8  | <b>Analyse</b> how these behavioural changes may be influenced by biological, psychological, and environmental factors during puberty.   |
|   |  | 2.9  | <b>Evaluate</b> the impact of puberty on an individual's identity formation, self-esteem, and social interactions.   |
|   |  | 2.10 | <b>Synthesize</b> information from various sources (e.g., research studies, personal experiences) to support arguments and perspectives on the impact of puberty on feelings and actions |
| 3 | Learn about secondary emotions and how they can impact the interpretation of one's own and others' actions.                                      | 3.1  | <b>Analyse</b> how secondary emotions can impact their own behaviour and interpretations   |
|   |  | 3.2  | <b>Analyse</b> the root causes of secondary emotions, identify triggers that lead to specific secondary emotions,  |
|   |  | 3.3  | <b>Identify</b> triggers that lead to specific secondary emotions  |
|   |  | 3.4  | <b>Reflect</b> on the impact of these emotions on their interpretations of others' actions.  |
|   |  | 3.5  | <b>Recognize</b> when they are experiencing secondary emotions   |
|   |  | 3.6  | <b>Identify</b> strategies for managing these emotions effectively   |
| 4 | Examine the differences between friendships and romantic attractions and how individuals' emotions towards each other can change as time passes. | 4.1  | <b>Demonstrate</b> a clear understanding of the characteristics of friendships and romantic attractions  |
|   |  | 4.2  | <b>Show</b> an understanding of how emotions towards others can change over time   |

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|   |   | 4.3 | <b>Provide</b> examples to illustrate their understanding of friendships, romantic attractions, and emotional evolution  |
|   |   | 4.4 | <b>Analyse</b> and evaluate the complexities of friendships and romantic attractions   |
|   |   | 4.5 | <b>Consider</b> different perspectives and viewpoints when discussing friendships, romantic attractions, and emotional changes.  |
|   |   | 4.6 | <b>Apply</b> knowledge of friendships, romantic attractions, and emotional changes to real-life scenarios.   |
| 5 | Understand that individuals may experience mourning and grieve differently from one another.  | 5.1 | <b>Articulate</b> the key differences between grief and mourning, as well as the various ways in which individuals may experience these processes.   |
|   |   | 5.2 | <b>Recognise</b> and respect the different cultural, religious, and personal expressions of mourning and grief.  |
|   |   | 5.3 | <b>Understanding</b> the grief and mourning processes, using appropriate language and terminology.   |
|   |   | 5.4 | <b>Reflect</b> on experiences of grief and mourning, identifying personal strengths and limitations in coping with loss.   |
|   |   | 5.5 | <b>Apply</b> the understanding of grief and mourning to real-life situations, demonstrating an ability to support and comfort others who are grieving.   |
|   |   | 5.6 | <b>Consider</b> the ethical implications of a person's actions and words when interacting with others who are grieving, recognizing the importance of maintaining confidentiality, respect, and dignity in all interactions. |
|   |   | 5.7 | <b>Integrate</b> an understanding of grief and mourning into broader concepts of mental health, emotional well-being, and interpersonal relationships.   |
| 6 | Understand the Kübler-Ross's five stages of grief model - commonly known as DABDA (denial, anger, depression, bargaining, acceptance) | 6.1 | <b>Demonstrate</b> a clear understanding of each of the five stages of the grief model - denial, anger, depression, bargaining, and acceptance.  |
|   |   | 6.2 | <b>Apply</b> the DABDA model to real-life situations involving loss and grief.   |
|   |   | 6.3 | <b>Evaluate</b> the strengths and limitations of Kübler-Ross's model in understanding grief.   |

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| 7 | Identify factors that have a positive impact on people's lives and discuss how balancing different aspects of life is crucial. | 7.1 | <p><b>Identify</b> and articulate various factors that have a positive impact on individuals' lives. These factors may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Healthy relationships with family and friends</li> <li>• Physical and mental well-being</li> <li>• Personal growth and self-improvement</li> <li>• Financial stability and security</li> <li>• Meaningful and fulfilling work or activities</li> <li>• Strong sense of community and belonging</li> <li>• Positive mindset and attitude</li> <li>• Emotional intelligence and resilience</li> <li>• Pursuit of passions and interests</li> </ul> |
|   |  | 7.2 | <b>Explain</b> how each identified factor positively influences people's lives   |
|   |  | 7.3 | <b>Discuss</b> the importance of balancing different aspects of life in order to lead a fulfilling and meaningful existence.   |
|   |  | 7.4 | <b>Assess</b> the potential conflicts or challenges that may arise when trying to achieve balance in various aspects of life.  |
|   |  | 7.5 | <b>Understand</b> how these factors contribute to overall happiness and well-being.  |
|   |  | 7.6 | <b>Demonstrate</b> an understanding of the physical benefits of spending time outdoors and in nature.  |
|   |  | 7.7 | <b>Identify</b> specific physical benefits of nature exposure and explain how they contribute to overall well-being.   |
|   |  | 7.8 | <b>Understand</b> the mental benefits of spending time outside and in nature.  |
|   |  | 7.9 | <b>Examine</b> research studies on nature and well-being, assess the credibility of sources, and draw evidence-based conclusions   |

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| 2  | <b>Physical Health and Wellness: Nutrition, exercise, personal hygiene</b> |   |   |
| <b>Aim</b><br>The aim is to develop a thorough understanding of the importance of nutrition, exercise, and personal hygiene in maintaining optimal physical health and wellness. |  |   |   |
| <b>Learning Outcomes - The learner will:</b>   |  | <b>Assessment Criteria - The learner can:</b> |   |
| 1  | Examine the importance of preventative health care.                        | 1.1   | <b>Understand</b> what preventative health care entails, including the concept of preventing diseases and promoting overall health and well-being.                                      |
|  |  | 1.2   | <b>Identify</b> the various components of preventative health care, such as regular health check-ups, vaccinations, healthy lifestyle choices, and disease prevention strategies.       |
|  |  | 1.3   | <b>Explain</b> the importance of early detection and intervention in maintaining good health and preventing the progression of health issues.   |
|  |  | 1.4   | <b>Apply</b> knowledge of preventative health care to real-life scenarios   |
|  |  | 1.5   | <b>Discuss</b> how preventative measures can be implemented in different contexts.  |
|  |  | 1.6   | <b>Evaluate</b> the effectiveness of different preventative health care strategies and interventions, considering factors such as accessibility, affordability, and cultural relevance. |
|  |  | 1.7   | <b>Identify</b> potential barriers to accessing preventative health care services and propose solutions to address these barriers.  |
|  |  | 1.8   | <b>Formulate</b> research questions and hypotheses about preventative health care issues  |
|  |  | 1.9   | <b>Analyse</b> the impact of preventative health care practices on individual health outcomes and overall public health.  |
| 2  | Explore connections between emotions and disordered eating.                | 2.1   | <b>Define</b> and differentiate between various emotions, such as happiness, sadness, anger, fear, and shame, and their potential influence on eating behaviours.                       |

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| 3 | Explore the impacts of an unhealthy diet on an individual's wellbeing. | 3.1 | <b>Understand</b> basic nutritional concepts related to an unhealthy diet, including the definition of key terms such as calories, macronutrients, and micronutrients.   |
|   |  | 3.2 | <b>Identify</b> and explain the potential health risks associated with consuming an unhealthy diet, such as obesity, heart disease, diabetes, and malnutrition.  |
|   |  | 3.3 | <b>Discuss</b> the specific nutrient deficiencies that can result from an unhealthy diet, including deficiencies in vitamins, minerals, and essential fatty acids.   |
|   |  | 3.4 | <b>Analyse</b> and interpret case studies or examples that illustrate the real-world consequences of an unhealthy diet on an individual's overall wellbeing.   |
| 4 | Understand the connection between inactive lifestyles and poor health. | 4.1 | <b>Demonstrate</b> an understanding of how a lack of physical activity can lead to various health problems such as obesity, heart disease, and diabetes.   |
|   |  | 4.2 | <b>Identify</b> the link between physical inactivity and mental health issues such as depression, anxiety, and stress.   |
|   |  | 4.3 | <b>Apply</b> knowledge of the connections between inactive lifestyles and poor health to analyse and interpret real-life scenarios.  |
| 5 | Know how to effectively manage an individual's personal hygiene.       | 5.1 | <b>Demonstrate</b> a clear understanding of basic personal hygiene practices such as regular handwashing, bathing, dental care, and grooming.  |
|   |  | 5.2 | <b>Understand</b> the health risks associated with poor personal hygiene, such as the spread of infections and diseases.   |
| 6 | Discuss the effects of poor quality or limited rest on the brain.      | 6.1 | <b>Identify</b> and explain the physical and cognitive effects of poor quality or limited rest on the brain. This could include understanding how lack of sleep affects memory, concentration, decision-making skills, and overall brain function. |
|   |  | 6.2 | <b>Evaluate</b> the consequences of sleep deprivation on individuals' academic performance, mental health, and overall well-being.   |

| 3   |   | Mental and Emotional Health: Stress management, coping strategies, self-care techniques |   |
|---|---|---|---|
| <b>Aim</b>  |   |   |   |
| This unit will explore different stress management techniques, including mindfulness, relaxation exercises, and time management strategies. It will also highlight the importance of developing effective coping mechanisms to navigate through challenging circumstances and build resilience. In addition, learners will be introduced to self-care practices that promote overall well-being, such as proper nutrition, exercise, and seeking support from others. |   |   |   |
| Learning Outcomes - The learner will:   |   | Assessment Criteria - The learner can:  |   |
| 1   | Explore the Roger Ulrich's stress reduction theory.   | 1.1   | <b>Demonstrate</b> a clear understanding of the key concepts and principles of Roger Ulrich's stress reduction theory.  |
|   |   | 1.2   | <b>Analyse</b> and evaluate the strengths and weaknesses of Ulrich's theory.  |
|   |   | 1.3   | <b>Provide</b> examples and real-world applications of the theory in practice.  |
| 2   | Explore the impact that words and behaviour can have on one's own and others' wellbeing.      | 2.1   | <b>Demonstrate</b> a clear understanding of key concepts related to wellbeing, including emotional, mental, and physical health.  |
|   |   | 2.2   | <b>Recognize</b> the potential harm that negative words and behaviour can have on others' wellbeing.  |
| 3   | Explore different strategies people can use to manage their own physical and mental wellbeing | 3.1   | <b>Evaluate</b> own and others' help-seeking strategies when trying to overcome problems and challenges in a range of group physical activities.  |
|   |   | 3.2   | <b>Recognize</b> the significance of stress management techniques, coping mechanisms for anxiety and depression, and seeking professional help when needed.   |
|   |   | 3.3   | <b>Discuss</b> the importance of self-care practices, such as mindfulness and relaxation techniques, in promoting mental health.  |
|   |   | 3.4   | <b>Understand</b> the various strategies to manage physical wellbeing. This includes knowledge of the importance of regular exercise, balanced nutrition, and adequate rest in maintaining physical health. |
|   |   | 3.5   | <b>Discuss</b> the impact of substance abuse, such as drugs and alcohol has on physical wellbeing.  |



| 4  |   | Mental and Emotional Health: Stress management, coping strategies, self-care techniques |   |
|--|---|---|---|
| <b>Aim</b>   |   |   |   |
| This unit will help learners explore various stress management techniques, such as mindfulness, meditation, and physical activity. They will also learn how to identify stressors in their lives and develop coping strategies to effectively manage and reduce stress levels. Additionally, learners will explore the importance of self-care practices, including healthy habits, relaxation techniques, and positive self-talk. |   |   |   |
| Learning Outcomes - The learner will:  |   | Assessment Criteria - The learner can:  |   |
| 1  | Explore personal boundaries and communication skills in building positive relationships                                   | 1.1   | <b>Understand</b> what personal boundaries are and why they are important in maintaining mental and emotional wellbeing.  |
|  |   | 1.2   | <b>Know</b> the importance of actively listening to others' boundaries and responding appropriately.  |
|  |   | 1.3   | <b>Recognize</b> areas for improvement and actively work towards strengthening their ability to communicate boundaries.   |
|  |   | 1.4   | <b>Demonstrate</b> problem-solving skills in finding solutions that respect both someone's own boundaries and the boundaries of others.   |
| 2  | Explore ways in which people can respectfully articulate their thoughts and attitudes, even when they differ from others. | 2.1   | <b>Express</b> one's thoughts and attitudes in a coherent manner that is easy to understand by others.  |
|  |   | 2.2   | <b>Understand</b> the language that is respectful and considerate of others' opinions, even when they differ from their own. This includes avoiding offensive or derogatory language. |
|  |   | 2.3   | <b>Discuss</b> diverse perspectives and be able to acknowledge and appreciate the viewpoints of others, even if they do not align with their own.                                     |
|  |   | 2.4   | <b>Navigate</b> disagreements and conflicts in a respectful and mature manner, finding common ground or agreeing to disagree without resorting to hostility or aggression.            |
| 3  | Understand and demonstrate why active listening skills are important.   | 3.1   | <b>Understand</b> what active listening is.   |
|  |   | 3.2   | <b>Explain</b> the importance of active listening in communication.   |

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|   |  | 3.3 | <b>Identify</b> the benefits of active listening in various contexts, such as relationships, work settings, and academic environments.    |
|   |  | 3.4 | <b>Analyse</b> the role of empathy and nonverbal cues in active listening.  |
|   |  | 3.5 | <b>Evaluate</b> the impact of active listening on communication outcomes.   |
| 4 | Understand and demonstrate why conflict negotiation skills are important.  | 4.1 | <b>Identify</b> and explain different strategies for resolving conflicts, such as compromise, collaboration, and communication            |
|   |  | 4.2 | <b>Demonstrate</b> an understanding of when each strategy is most appropriate and how to apply them effectively.                          |
| 5 | Demonstrate a clear understanding of why positive relationships are important in various aspects of their lives, such as personal relationships, professional relationships, and social connections. | 5.1 | <b>Understand</b> the benefits of positive relationships and how they contribute to overall well-being.                                   |
|   |  | 5.2 | <b>Identify</b> examples of positive relationships and explain how they contribute to individuals' happiness, mental health, and success. |
|   |  | 5.3 | <b>Provide</b> suggestions for building and maintaining positive relationships in different contexts.                                     |
|   |  | 5.4 | <b>Analyse</b> the impact of negative relationships on individuals' mental health and overall happiness.                                  |
|   |  | 5.5 | <b>Identify</b> barriers to building positive relationships and propose strategies for overcoming them.                                   |

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| <b>5</b>  | <b>Mindfulness Practices: Developing self-awareness and focus</b>                            |   |   |
| <b>Aim</b>  |  |   |   |
| The unit will begin by exploring the definition and origins of mindfulness, emphasizing its adaptation in contemporary psychology. Learners will learn about the key principles of mindfulness, such as living in the present moment, non-judgmental awareness, and acceptance of oneself and others. |  |   |   |
| <b>Learning Outcomes - The learner will:</b>  |  | <b>Assessment Criteria - The learner can:</b> |   |
| 1   | Explore the role of an individual's thoughts, emotions, and reactions in various situations. | 1.1   | <b>Identify</b> methods for an individual to help maintain attention and concentration on a task or activity.                           |
|   |  | 1.2   | <b>Demonstrate</b> an understanding and application of various mindfulness practices such as deep breathing, body scan, and meditation. |
|   |  | 1.3   | <b>Analyse</b> case studies where mindfulness practices can be applied to manage stress, improve concentration, or regulate emotions.   |
|   |  | 1.4   | <b>Identify</b> how the practice of mindfulness can help manage stress, anxiety, and other negative emotions effectively.               |
|   |  | 1.5   | <b>Demonstrate</b> an understanding of how the progress of mindfulness can be tracked by maintaining a journal or log.                  |
|   |  | 1.6   | <b>Identify</b> triggers that can lead someone to undergo stress or negative emotions.  |
|   |  | 1.7   | <b>Identify</b> different mindfulness techniques to help someone calm themselves and restore emotional balance                          |

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| 6   | <b>Building Resilience - Developing healthy habits, fostering positive relationships</b>        |   |   |
| <p><b>Aim</b></p> <p>This unit aims to equip learners with the necessary skills and knowledge to navigate the challenges of daily life with confidence and resilience. Learners will learn about the importance of maintaining a balanced lifestyle, including regular exercise, healthy eating habits, and adequate sleep. They will explore the impact of these habits on their physical and mental well-being, as well as their ability to cope with stress and adversity. This unit will also emphasize the importance of fostering positive relationships. Learners will learn how to communicate effectively, resolve conflicts peacefully, and build strong, supportive relationships with their peers and family members. They will also explore the role of empathy, understanding, and compassion in creating meaningful connections with others.</p> |   |   |   |
| <b>Learning Outcomes - The learner will:</b>  |   | <b>Assessment Criteria - The learner can:</b>   |   |
| 1   | Explore ways of building resilience through healthy habits and fostering positive relationships | 1.1   | <b>Demonstrate</b> an understanding of the importance of resilience in maintaining mental and emotional well-being. |
| 1.2   |   | <b>Identify</b> and describe healthy habits that contribute to building resilience, such as regular exercise, healthy eating, and adequate sleep. |   |
| 1.3   |   | <b>Outline</b> a personal plan outlining specific healthy habits to incorporate into daily life to enhance resilience.                            |   |
| 1.4   |   | <b>Evaluate</b> the effectiveness of current habits in promoting resilience and make adjustments as needed.                                       |   |
| 1.5   |   | <b>Reflect</b> on personal challenges faced and the strategies used to overcome them, showcasing growth in resilience.                            |   |
| 1.6   |   | <b>Explain</b> the impact of positive relationships on mental health and resilience.  |   |
| 1.7   |   | <b>Identify</b> characteristics of positive relationships, such as trust, communication, and support.   |   |
| 1.8   |   | <b>Analyse</b> the role of communication in maintaining healthy relationships and resolving conflicts effectively.                                |   |
| 1.9   |   | <b>Recognise</b> the role that active listening skills have when engaging in conversations with peers and adults.                                 |   |

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|  |  | 1.10 | <b>Recognise</b> empathy and understanding towards others in challenging situations.   |
|  |  | 1.11 | <b>Analyse</b> case studies that achieve common goals and foster a sense of community.                                       |
|  |  | 1.12 | <b>Evaluate</b> the quality of existing relationships and identify areas for improvement.                                    |
|  |  | 1.13 | <b>Develop</b> strategies to cultivate new positive relationships and strengthen existing ones.                              |
|  |  | 1.14 | <b>Reflect</b> on the impact of positive relationships on personal well-being and resilience.                                |
|  |  | 1.15 | <b>Analyse</b> group activities that promote teamwork and cooperation.   |
|  |  | 1.16 | <b>Utilize</b> problem-solving skills to address conflicts and challenges within relationships.                              |
|  |  | 1.17 | <b>Discuss</b> respect and appreciation for diversity in relationships.  |
|  |  | 1.18 | <b>Know</b> examples of community service initiatives that build connections and support others.                             |
|  |  | 1.19 | <b>Evaluate</b> examples of feedback from peers and teachers that enhance social skills and relationship-building abilities. |
|  |  | 1.20 | <b>Recall</b> self-care practices that maintain mental and emotional well-being.   |
|  |  | 1.21 | <b>Discuss</b> experiences of resilience and positive relationships to inspire and support others.                           |
|  |  | 1.22 | <b>Reflect</b> on personal growth in developing healthy habits and fostering positive relationships over time.               |