

Unit Title:	Understanding personal relationships and respecting diversity
OCR unit number	K/503/3240
Level:	2
Credit value:	3
Guided learning hours:	20-30
Unit expiry date:	01/07/2016

Unit purpose and aim

This unit will enable learners to understand that people have rights and responsibilities within relationships, including sexual relationships. They will understand features of successful relationships, what causes difficulties and learn about ways to overcome these difficulties. The unit will enable learners to understand how relationships can impact on personal health and wellbeing and how to seek advice and support if this happens. The unit enables learners to gain a better understanding of diversity, discrimination and prejudice within society, and how to challenge prejudice and discrimination in a safe and assertive way.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1 Understand the rights and responsibilities within relationships</p>	<p>The Learner can:</p> <p>1.1 Describe rights and responsibilities within different relationships</p>	<p>Examples could include:</p> <ul style="list-style-type: none"> • sibling relationship • parent/child relationship • friendship • a relationship with a work colleague and that of a work supervisor • a relationship with a trusted professional (e.g. doctor, teacher) • marriage/long-term relationship <p>Examples of rights and responsibilities of an employee could include:</p> <p>Rights:</p> <ul style="list-style-type: none"> • fair pay • equal treatment with other employees • break periods

Learning Outcomes	Assessment Criteria	Exemplification
	1.2 Describe responsibilities within a sexual relationship	<p>Responsibilities:</p> <ul style="list-style-type: none"> • doing the job required • honesty • punctuality <p>Examples of rights and responsibilities of a boy/girlfriend could include:</p> <p>Rights:</p> <ul style="list-style-type: none"> • have opinions, values, needs respected • not be pressured into unwanted sexual activity • honesty <p>Responsibilities:</p> <ul style="list-style-type: none"> • respect opinions, values, needs of other • do not pressure other into unwanted sexual activity • open communication with other <p>Examples could include:</p> <ul style="list-style-type: none"> • getting and giving consent for sex • using contraception • ensuring safety from STIs and unwanted pregnancy
2 Understand how to maintain successful relationships	<p>2.1 Describe features of successful relationships</p> <p>2.2 Explain reasons for difficulties within relationships</p>	<p>Examples of features could include:</p> <ul style="list-style-type: none"> • good communication • mutual respect and trust • support • empathy • give and take • having fun <p>Examples could include:</p> <ul style="list-style-type: none"> • change in personal circumstances such as job change/loss; a new baby; moving house • physical or mental illness • increased stress arising from changed circumstances • lack of trust/communication/respect

Learning Outcomes	Assessment Criteria	Exemplification
<p>4 Understand diversity and discrimination within society</p>	<p>4.1 Describe features of a diverse society</p> <p>4.2 Describe ways in which diversity can benefit society</p> <p>4.3 Describe reasons for prejudice and discrimination within society</p> <p>4.4 Describe how to challenge prejudice or discrimination assertively and safely</p>	<p>Examples of features could relate to:</p> <ul style="list-style-type: none"> • methods of worship • food • cultural/religious festivals • dress • values and beliefs • daily routine <p>Examples of diversity could relate to:</p> <ul style="list-style-type: none"> • ethnicity • disability • sexuality • culture <p>Examples could include:</p> <ul style="list-style-type: none"> • increased tolerance for/understanding of different faiths/cultures/lifestyles • broadening of social, cultural, culinary experiences • equality of rights <p>Examples could include:</p> <ul style="list-style-type: none"> • lack of cultural understanding • racism • jealousy • ignorance of a specific group • bullying • media portrayal of a group • inter-faith/cultural rivalry <p>Examples could include:</p> <ul style="list-style-type: none"> • verbal challenge to protagonist • by seeking help from professionals such a teacher or the police • letter-writing (to local newspaper, councillor, MP) • starting/joining an awareness-raising campaign

Assessment and evidence requirements

All units are centre-assessed and externally moderated by OCR. Centres may use the evidence booklets supplied by OCR, but these are not mandatory. Any centres choosing not to use the OCR booklets will need to devise activities and evidence that enable candidates to meet all of the assessment objectives in these units. To help centres with this, OCR has produced specific marking guidance for each unit.

When candidates complete an assignment/activity, the centre assessor (usually the teacher/tutor) assesses their work. When the assessor is satisfied that the candidate has met all the requirements for a unit, they must confirm this by signing the cover of the evidence booklet (or by completing the evidence checklist) for that unit to show that the assessment process is complete.

Results will be graded Pass or Fail.

Functional Skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	

Relationships with Personal, Learning and Thinking Skills (PLTS)

This section indicates how the unit relates to the six PLTS areas:

PLTS					
Independent Enquirers	Creative Thinkers	Reflective Learners	Team Workers	Self Managers	Effective Participators
✓	✓	✓		✓	✓

Resources

The following resources are available for this unit:

Unit specification

Candidate evidence booklet

Candidate evidence checklists

Candidate Submission Forms

Marking guidance

Handbook

Glossary

Frequently Asked Questions (FAQs)

Additional information

For further information regarding administration for this qualification, please refer to the *Personal Life Skills Centre Handbook* and the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk