

Unit Title:	Forming personal relationships and understanding diversity
OCR unit number	J/503/3441
Level:	1
Credit value:	3
Guided learning hours:	25-30
Unit expiry date:	01/07/2016

Unit purpose and aim

This unit will enable learners to understand why relationships are important to people's lives. Learners consider how and why personal relationships may change and ways that they may improve. They will learn how personal relationships can both enhance and diminish personal wellbeing. The unit enables learners to look at diversity and its benefits within society, identifying how and looking at why stereotyping, discrimination and prejudice may occur.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1. Know that relationships are important to people's lives</p>	<p>The Learner can:</p> <p>1.1 Outline the importance of different relationships to people's lives</p>	<p>'People' could include:</p> <ul style="list-style-type: none"> • The learner • A relative • A friend <p>Examples could include:</p> <ul style="list-style-type: none"> • significance of marriage/civil partnerships/long-term partnerships for stable family life • the importance of a positive employer/employee relationship for a productive workplace • the importance of a trusting relationship with a GP in order to diagnose and treat health problems • the importance of a community or faith leader in providing advice and guidance on lifestyle decisions

Learning Outcomes	Assessment Criteria	Exemplification
	1.2 Identify the positive and negative ways that relationships can affect people's lives	<p>Examples of positive effects could be:</p> <ul style="list-style-type: none"> • a relationship with someone who has made life happier and more fulfilled • a relationship resulting in increased self-confidence • a professional relationship leading to a career opportunity <p>Examples of negative effects could be relationships leading to:</p> <ul style="list-style-type: none"> • domestic or other forms of violence • loss of confidence or self-esteem • abuse of drugs/alcohol and addiction • financial loss
2. Understand how relationships can change	<p>2.1 Identify ways in which relationships can change in</p> <p>a) positive ways b) negative ways</p> <p>2.2 Describe changes within relationships</p>	<p>Examples of changes could include:</p> <ul style="list-style-type: none"> • a friendship becoming more/less intimate • a working relationship becoming more trusting • a relationship with a parent becoming more/less open • 'falling out' of love <p>Examples could include:</p> <ul style="list-style-type: none"> • growing older • changing interests/needs • getting to know someone better • reaction to an external event • change in circumstances such as relocation, employment, pregnancy/new baby in a family
3. Understand how social skills can help to form and improve relationships	<p>3.1 Identify social skills needed to help form relationships</p> <p>3.2 Describe how social skills can be used in different situations</p>	<p>Examples could include:</p> <ul style="list-style-type: none"> • communication and listening • collaboration/team-work • negotiation <p>Examples of different situations could include:</p> <ul style="list-style-type: none"> • Having a meal with friends or family • Interview • Workplace

Learning Outcomes	Assessment Criteria	Exemplification
	3.3 Outline how relationships can improve by using social skills	<p>Examples could include:</p> <ul style="list-style-type: none"> • communication between people improves • increased trust • good teamwork leads to a better job done • relationship strengthened
4 Understand how feelings and emotions caused by relationships can affect personal wellbeing	<p>4.1 Identify strong feelings and emotions caused by relationships</p> <p>4.2 Outline causes of strong feelings and emotions within relationships</p> <p>4.3 Describe how strong feelings and emotions within relationships can affect personal wellbeing in positive and negative ways</p>	<p>Examples could include:</p> <ul style="list-style-type: none"> • jealousy • love • anger • happiness/unhappiness <p>Examples could include:</p> <ul style="list-style-type: none"> • jealousy caused by partner's behaviour • anger caused by arguments with parents • love arising from treatment by a partner, parent, relative etc. • dislike arising from treatment by a colleague, parent, partner etc. <p>Examples of positive effects could include:</p> <ul style="list-style-type: none"> • love and happiness could increase self-esteem and general wellbeing • trust and respect could lead to promotion at work and increased financial wellbeing <p>Examples of negative effects could include:</p> <ul style="list-style-type: none"> • jealousy could lead to the break-down of a marriage or working relationship • anger could lead to arguments and stress
5 Understand how diversity and discrimination can affect society	<p>5.1 Give examples of diversity within society</p> <p>5.2 Outline benefits of diversity</p>	<p>Examples could include:</p> <ul style="list-style-type: none"> • multi-ethnicity • different sexualities • disability and special needs • mixed-race families <p>Examples could include:</p> <ul style="list-style-type: none"> • increased tolerance • increased respect/understanding • widens cultural/social experiences

Learning Outcomes	Assessment Criteria	Exemplification
	<p>5.3 Identify examples of stereotyping, prejudice and discrimination</p> <p>5.4 Outline potential reasons for prejudice and discrimination</p> <p>5.5 Outline ways to question discrimination safely and assertively</p>	<p>Examples could relate to:</p> <ul style="list-style-type: none"> • the workplace • within school • in the media • via popular culture (e.g. songs, film, advertising) <p>Examples could include:</p> <ul style="list-style-type: none"> • fear • ignorance • bullying • cultural misunderstanding <p>Examples could include:</p> <ul style="list-style-type: none"> • writing to a local MP/councillor/newspaper • speaking to a teacher/manager • Verbally to protagonist • Starting 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.