



GENERATIONS IN POSTWAR BRITAIN

Learning Objectives and Curriculum Links: England (Secondary)

This guide provides learning objectives and curriculum links for teachers using the toolkit in England. It should be used in association with Activity Guide 1: Generations in Postwar Britain, which provides background information and prompts for further discussion around the *Bodies, Hearts and Minds* toolkit activities ‘Generation and Identity’, ‘Teenage Rebellion’, ‘Parents and Children’, and ‘From Boyhood to Manhood’.

Separate guides with learning objectives and curriculum links are available for teachers of topics related to personal, social, health, and wellbeing education in Wales (1.2), Scotland (1.3), and Northern Ireland (1.4) on the [Body, Self, and Family website](#).

LEARNING OBJECTIVES

- ✚ To understand the concept of ‘generations’ and the meanings of specific labels (lower ability)
- ✚ To assess the shortcomings of the concept of ‘generations’ and labels to describe specific generations (higher ability)

- ✚ To explain some of the main ways that experiences of adolescents have changed over time (lower ability)
- ✚ To assess the reasons for the main changes in the experiences of adolescents over time (higher ability)

- ✚ To identify examples of how gender and class affected generational experience in the postwar period (lower ability)
- ✚ To understand how and why gender and class affected generational experience in the postwar period (higher ability)

HOW DOES THIS ACTIVITY LINK TO THE CURRICULUM?

Relationships and sex education (RSE) and health education (England): Relationships and sex

The content under each heading specifies what pupils should know:

Families	Respectful relationships, including friendships
That there are different types of committed, stable relationships.	The characteristics of positive and healthy friendships, in all contexts including online, such as: <ul style="list-style-type: none"> • trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
How these relationships might contribute to human happiness and their importance for bringing up children	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs

Relationships and sex education (RSE) and health education (England): Physical health and mental wellbeing

The content under each heading specifies what pupils should know:

Mental wellbeing	Internet safety and harms
How to talk about their emotions accurately and sensitively, using appropriate vocabulary	The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image).
How to recognise the early signs of mental wellbeing concerns	
How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	