2.1

DEAR AGONY AUNT…

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 2: Dear Agony Aunt …, which provides background information and prompts for further discussion around the *Bodies, Hearts and Minds* toolkit activity 'Dear Agony Aunt'.

Separate guides with learning objectives and curriculum links are available for teachers of topics related to personal, social, health, and wellbeing education in Wales (2.2), Scotland (2.3), and Northern Ireland (2.4) on the Body, Self, and Family website.

LEARNING OBJECTIVES

- To be able to explain the ways that sensitive discussions have changed over time (lower ability)
- To assess the reasons for changes in advice or openness around sensitive issues over time (higher ability)

- To be able to identify respectful and helpful advice (lower ability)
- To understand the components of respectful and helpful advice (higher ability)

- To understand where to get further advice on health and wellbeing (lower ability)
- To assess the reliability of different types of advice on health and wellbeing (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	Online and media	Intimate and sexual relationships, including sexual health
That there are different types of committed, stable relationships.	The characteristics of positive and healthy friendships, in all contexts including online, such as: - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict - reconciliation and ending relationships, this includes different (non-sexual) types of relationship	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship

How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed	Practical steps they can take in a range of different contexts to improve or support respectful relationships		That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
	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)		How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
	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		

	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help		

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	Changing adolescent body
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).	Key facts about puberty, the changing adolescent body and menstrual wellbeing
How to recognise the early signs of mental wellbeing concerns		
Common types of mental ill health (e.g. anxiety and depression)		

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		