



DEAR AGONY AUNT...

Learning Objectives and Curriculum Links: Wales (Secondary)

This guide provides learning objectives and curriculum links for teachers using the toolkit in Wales. 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 England (2.1), 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?

Health and well-being (Wales)

Developing physical health and well-being has lifelong benefits	
Progression step 4	Progression step 5
I can analyse the connection between physical and emotional changes. I can modify my behaviour to support my physical and emotional health, and can work collaboratively to plan and refine strengths and areas for improvements.	I can evaluate the connection between physical and emotional changes, independently selecting from a range of strategies to improve my physical and emotional health and that of others.
I can explain the behaviours, conditions and situations that affect my physical health and well-being and, through my actions, I can respond to and/or manage these in order to actively reduce the risk of harm to myself and to others.	I can apply my knowledge of the behaviours, conditions and situations that affect my physical health and well-being, to keep myself and others safe. I can safely intervene, using learnt techniques, when others' physical health is at risk.

How we process and respond to our experiences affects our mental health and emotional well-being

Progression step 4

I can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness.
I can identify different strategies to self-regulate my emotions in response to a range of experiences.

I can advocate the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.
I can identify people and groups who can help me with my mental health and emotional well-being.

I can reflect and learn from the past in order to anticipate and prepare myself and others for future experiences.

I can empathise with others and understand the value of demonstrating this through actions which are compassionate and kind.

Progression step 5

I can use my *self-awareness* to appreciate the complexity of my emotions and apply strategies to *self-regulate* them in a healthy way and to connect with others.

I can contribute towards a culture where talking about mental health and emotional well-being is encouraged and normalised.
I can identify when to seek help based on a good understanding of my mental health and emotional well-being.

I can respond to current experiences, as well as reflect, and learn from the past, in order to anticipate and prepare myself and others for future experiences.

I can empathise with others which helps me to be compassionate and kind towards myself and others.

Our decision-making impacts on the quality of our lives and the lives of others

Progression step 4

I can consider relevant factors and implications when making decisions individually and collectively.

Progression step 5

I can critically evaluate factors and implications, including risks, when making decisions individually and collectively.

How we engage with social influences shapes who we are and affects our health and well-being	
Progression step 4	Progression step 5
I have a developing awareness of how rules, norms and behaviours become established within groups and at times go unchallenged.	I have an understanding of the complexities of groups and situations, the interactions that take place within and between them, and their effect on those exposed to them.
I can interact <i>pro-socially</i> in different groups and situations, adapting my behaviours accordingly.	I can interact <i>pro-socially</i> in different groups and situations, and actively <i>advocate</i> for other individuals and groups.
I can evaluate how my <i>values, attitudes</i> and identity are shaped by the groups and <i>social influences</i> with which I interact.	I can recognise and understand how people's <i>values, attitudes</i> and identity are shaped by different groups and influences.
	I can promote positive attitudes and values, and, where appropriate, I can challenge harmful ones.

Healthy relationships are fundamental to our well-being	
Progression step 4	Progression step 5
I can show a developing awareness of the complex nature of relationships.	I can show an understanding of the complex nature of relationships in a range of contexts and an understanding of how they are influenced by a range of factors.
I can communicate my needs and feelings, and respect those of others.	I can make meaningful connections with others, valuing safe, healthy and equitable relationships in a range of contexts.
I can form and maintain healthy relationships with a wider circle of people.	I can make meaningful connections with others, valuing safe, healthy and equitable relationships in a range of contexts.

I can respect other people's points of view and use this to help resolve conflict.	
I can exercise my own rights and respect those of others, and I can recognise that rights can be infringed.	I can <i>advocate</i> the rights of myself and others.