



DEAR AGONY AUNT...

Learning Objectives and Curriculum Links: Scotland (Levels 3 & 4)

This guide provides learning objectives and curriculum links for teachers using the toolkit in Scotland. 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), Wales (2.2), 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 Wellbeing (Personal and Social Education) (Scotland)

	Third Level	Fourth Level
Relationships, sexual health and parenthood: Positive relationships	<p>I understand the importance of being cared for and caring for others in relationships, and can explain why. (HWB 3-44a)</p> <p>I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage. (HWB 3-44c)</p> <p>I recognise that power can exist within relationships and can be used positively as well as negatively. (HWB 3-45a)</p>	<p>I understand the importance of being cared for and caring for others in relationships, and can explain why. (HWB 4-44a)</p> <p>I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage. (HWB 4-44c)</p> <p>I recognise that power can exist within relationships and can be used positively as well as negatively. (HWB 4-45a)</p>
Relationships, sexual health and parenthood: physical changes	<p>I understand my own body’s uniqueness, my developing sexuality, and that of others. (HWB 3-47a)</p>	<p>I understand my own body’s uniqueness, my developing sexuality, and that of others. (HWB 4-47a)</p>

		<p>I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. (HWB 4-46b)</p>
<p>Relationships, sexual health and parenthood: sexual health and sexuality</p>	<p>I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. (HWB 3-46b)</p> <p>I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. (HWB 3-46c)</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. (HWB 3-46a)</p>	<p>I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. (HWB 4-46c)</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. (HWB 4-46a)</p>