



DEAR AGONY AUNT...

Learning Objectives and Curriculum Links: Northern Ireland (Key Stages 3 & 4)

This guide provides learning objectives and curriculum links for teachers using the toolkit in Northern Ireland. 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 Scotland (2.3) 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?

Learning for Life and Work: Personal Development (Northern Ireland)

Key Stage 3 (age 11-14)

Pupils should have opportunities to explore the topics and develop the skills listed under each key concept heading.

Self-awareness	Personal Health	Relationships
Explore and express a sense of self, for example, temperament, feelings and emotions, personal responsibility, personal needs, aspirations etc	Explore the concept of Health as the development of a whole person, for example, defining what makes up a whole person, the need to develop physical, mental, social, moral, cognitive etc	Explore the qualities of relationships including friendship, for example, conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.
Explore personal morals, values and beliefs, for example, the origin of personal values, developing a moral framework, personal integrity etc.	Investigate influences on physical and emotional /mental personal health of, for example, immunisation, regular physical activity, personal hygiene, diet, stress, addiction, life / work balance etc	Explore the qualities of a loving, respectful relationship, for example, how choices within a relationship affect both physical and emotional development, friendships etc.
Investigate the influences on a young person, for example, peer pressure, media,	Develop understanding about, and strategies to manage, the effects of	Develop coping strategies to deal with challenging relationship scenarios, for

social and cultural trends, fears, anxieties and motivations etc.	change on body, mind and behaviour, for example, puberty, body image, mood swings, etc	example, sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness and loss, etc.
Explore the different ways to develop self esteem, for example, enhanced self-awareness, sense of security and self worth, setting achievable targets, developing resilience, new interests and skills, learning to recognise achievement, etc.		Develop strategies to avoid and resolve conflict, for example, active listening, assertiveness, negotiation, mediation etc.

Generic Learning Outcomes

Activities in the Hearts, Bodies, and Minds toolkit contribute to the following learning outcomes that require the demonstration of skills and application of knowledge and understanding of Personal Development. Pupils should be able to:

- research and manage information effectively to investigate PD issues;
- show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions;
- demonstrate creativity and initiative when developing ideas and following them through;
- work effectively with others;
- demonstrate self-management by working systemically, persisting with tasks, evaluating and improving own performance.

Key Stage 4 (14-16/Qualifications)

CCEA GCSE Specification in Learning for Life and Work – Unit 2: Personal Development

Personal health and well-being	Emotions and reactions to life experiences	Relationships and sexuality	Personal safety and well-being
Developing a healthy mind – dealing with the causes and consequences of anxiety, stress and depression	Developing a positive concept of self	The positive factors that contribute to healthy and respectful relationships in families, peer groups and sexual relationships	The benefits and misuse of social media
	Ways young people can manage emotions and reactions to life experiences	The effects of sexual orientation and gender identity on the wellbeing of a young person	Personal strategies and government policies to deal with bullying (including cyberbullying and homophobic bullying)
	Managing change in positive ways		