



MASCULINITY AND EMOTIONAL WELLBEING

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 4: Masculinity and Emotional Wellbeing, which provides background information and prompts for further discussion around the *Bodies, Hearts and Minds* toolkit activity ‘Masculinity, Emotions, and Wellbeing’.

Separate guides with learning objectives and curriculum links are available for teachers of topics related to personal, social, health, and wellbeing education in Wales (4.2), Scotland (4.3), and Northern Ireland (4.4) on the [Body, Self, and Family website](#).

LEARNING OBJECTIVES

- ✚ To be able to explain some of the ways that attitudes to gender roles have changed over time (lower ability)
- ✚ To understand some of the reasons for changes in attitudes to gender roles over time (higher ability)

- ✚ To be able to identify stereotypes relating to gender roles (lower ability)
- ✚ To assess the effects of stereotypes relating to gender roles on people’s behaviour (higher ability)

- ✚ To understand some of the reasons why it can be difficult to talk about emotions (lower ability)
- ✚ To formulate strategies to help have productive conversations about emotions (higher ability)

HOW DOES THIS ACTIVITY LINK TO THE CURRICULUM?

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
How to talk about their emotions accurately and sensitively, using appropriate vocabulary
That happiness is linked to being connected to others
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