



## BODY IMAGE AND SELF-EXPRESSION

### 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 5: Body Image and Self-Expression, which provides background information and prompts for further discussion around the *Bodies, Hearts and Minds* toolkit activities ‘What Does a “Healthy Body” Look Like?’, ‘Prim ‘N Poppin’, ‘Models Depress Me’, ‘Stereotypes, Schools, and Hair’, ‘What Do Fashion and Beauty Mean to You?’, and ‘Make Your Own Health and Beauty Time Capsule’.

Separate guides with learning objectives and curriculum links are available for teachers of topics related to personal, social, health, and wellbeing education in England (5.1), Scotland (5.3), and Northern Ireland (5.4) on the [Body, Self, and Family website](#).

#### LEARNING OBJECTIVES

- ✚ To be able to explain the difference between “health” and “beauty” (lower ability)
- ✚ To understand how and why ideas of “health” and “beauty” have been linked in the past (higher ability)
  
- ✚ To be able to identify stereotypes relating to health and beauty (lower ability)

- ✚ To assess the influence of stereotypes relating to health and beauty on people (higher ability)
- ✚ To understand that style choices often reflect people's self-perception and identity (lower ability)
- ✚ To assess how and why style choices can improve emotional and psychological 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.

How we process and respond to our experiences affects our mental health and emotional well-being	
Progression step 4	Progression step 5
I can reflect and learn from the past in order to anticipate and prepare myself and others for future experiences.	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 and understand the value of demonstrating this through actions which are compassionate and kind.	I can empathise with others which helps me to be compassionate and kind towards myself and others.

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 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.