



BODY IMAGE AND SELF-EXPRESSION

Learning Objectives and Curriculum Links: Northern Ireland (Levels 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 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), Wales (5.2), and Scotland (5.3) 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?

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
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 personal morals, values and beliefs, for example, the origin of personal values, developing a moral framework, personal integrity etc.	Investigate the influences on physical and emotional /mental personal health of, for example, immunisation, regular physical activity, personal hygiene, diet, stress, addiction, life / work balance etc

Investigate the influences on a young person, for example, peer pressure, media, social and cultural trends, fears, anxieties and motivations etc.	Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour, for example, puberty, body image, mood swings, 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.	

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
Living a healthy lifestyle – the impact of diet, exercise and attitudes to health and well-being	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
Developing a healthy mind – dealing with the causes and consequences of anxiety, stress and depression	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	Assessing and managing risk in the following contexts: <ul style="list-style-type: none"> • severe or excessive dieting • compulsive overeating