



SEX EDUCATION

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 6: Sex Education, which provides background information and prompts for further discussion around the *Bodies, Hearts and Minds* toolkit activities ‘Sex Education Then & Now’ and ‘Men Too’.

Separate guides with learning objectives and curriculum links are available for teachers of topics related to personal, social, health, and wellbeing education in England (6.1), Scotland (6.3), and Northern Ireland (6.4) on the [Body, Self, and Family website](#).

LEARNING OBJECTIVES

- ✚ To be able to identify the main changes in how sex education is delivered the past sixty years (lower ability)
- ✚ To assess the reasons for the main changes in advice in how sex education is delivered the past sixty years (higher ability)

- ✚ To be able to identify discriminatory assumptions within sex education in the past (lower ability)
- ✚ To understand the effects of discriminatory assumptions within past sex education on people (higher ability)

- ✚ To understand where to get further advice on sex, contraception, and safe sex practices (lower ability)
- ✚ To assess the reliability of different types of advice on sex, contraception, and safe sex practices (higher ability)

HOW DOES THIS ACTIVITY LINK TO THE CURRICULUM?

Health and well-being (Wales)

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.

Our decision-making impacts on the quality of our lives and the lives of others	
Progression step 4	Progression step 5
I can research, examine and evaluate a range of evidence to make considered and informed decisions.	
I can consider relevant factors and implications when making decisions individually and collectively.	I can critically evaluate factors and implications, including risks, when making decisions individually and collectively.

I can anticipate, assess and manage risks.	I can critically evaluate factors and implications, including risks, when making decisions individually and collectively.
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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.

Healthy relationships are fundamental to our well-being	
Progression step 4	Progression step 5
I can show a developing awareness of the complex nature of relationships.	I can show an understanding of the complex nature of relationships in a range of contexts and an understanding of how they are influenced by a range of factors.

I can communicate my needs and feelings, and respect those of others.

I can make meaningful connections with others, valuing safe, healthy and equitable relationships in a range of contexts.