



SEX EDUCATION

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 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), Wales (6.2), and Scotland (6.3) 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?

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.

Relationships
Explore the implications of sexual maturation, for example, sexual health, fertility, contraception, conception, teenage pregnancy, childbirth etc.
Explore the emotional, social and moral implications of early sexual activity, for example, personal values, attitudes and perceptions, the Law, STIs, the impact of underage parenting 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

Emotions and reactions to life experiences	Relationships and sexuality	Personal safety and well-being
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"> • unprotected sex
		The benefits and misuse of social media