Relating the Resources to the National Curriculum

The Units of Work and associated student worksheets aim to develop skills and understanding in line with National Curriculum objectives for Citizenship and the PSHE framework for KS3/4 as outlined below:

Citizenship programme of study	PSHE framework	Opportunities to link with Beauty Matters
1 Knowledge and understanding about becoming informed citizens		
b The diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	**Developing confidence and responsibility and making the most of their abilities** **b** to respect the differences between people as they develop their own sense of identity **Developing good relationships and respecting the differences between people** **a** about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively **b** how to empathise with people different from themselves **d** to recognise some of the cultural norms in society, including the range of lifestyles and relationships	Exploring how aspects of the body such as hair and clothing can influence the creation of an image through styling and fashion. Learning about codes and conventions and how these are used to represent ideas, beliefs and values. **Examples** **Unit title: The Body as Image** Students explore their personal identity as a starting point to considering the images that others present. They critically assess a range of written and visual information to investigate the use of the body as image in different times and cultures, and in contemporary photography and art. They consider why certain celebrities, *eg Michael Jackson and Madonna*, have reinvented their image many times over many years. **Unit title: Beauty in Contemporary Global Cultures** Students focus on mainstream perceptions of beauty in terms of race/ethnicity, skin tone, hair texture, facial features, height, weight, body adornments (jewelry, tattoos etc), body features (legs, bust, buttocks etc). They consider biases and stereotypes within Western constructions of beauty ideals.
g The importance of resolving conflict fairly	**Developing good relationships and respecting the differences between people** **a** about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively **h** to recognise that goodwill is essential to positive and constructive relationships **i** to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises	Learning how the interests of different people in beauty culture can conflict, and exploring other people's experiences through role play to think about values and attitudes that are not their own. **Examples** **Unit title: The Significance of the Media in Issues of Beauty Culture** Students role play a celebrity, a representative of a media company and a reader/fan of the celebrity. They discuss the issue of privacy and its different effects on each person in the role play. This could perhaps take the form of a scenario in which one person presents a complaint and the others try to resolve the issue with that person. **Unit title: The Science and Politics of Cosmetic Surgery** Students consider the parties affected by

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		issues of cosmetic surgery, *eg plastic surgeons, expert scientific advisors, other health professionals, regulatory panels, manufacturers, clients.* They discuss the viewpoint of each of the affected parties, for example, how people's lives or employment are directly affected, and the political, social and/or economic dimensions of issues concerning cosmetic surgery. They explore the reasons why there might be conflicting views among scientists. They appreciate that public policy needs to be developed even when the scientific case is uncertain, and that this requires political argument and sometimes compromise.
h The significance of the media in society	**Developing confidence and responsibility and making the most of their abilities** **g** what influences how we spend or save money and how to become competent at managing money **Developing a healthy, safer lifestyle** **b** how to keep healthy and what influences health, including the media **Developing good relationships and respecting the differences between people** **a** about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively	Learning about the different ways in which the media covers issues in the culture of beauty, and the effect this can have on our understanding and opinion of events. **Examples** **Unit title: The Science and Politics of Cosmetic Surgery** Students discuss the media coverage of a contemporary issue and summarise their views of a media report. They give their own opinions and experiences of cosmetic surgery and differing viewpoints are noted and added. They make a list of key citizenship words, *eg fact, opinion, objective, subjective, controversial, bias.* Students discuss how key issues have been portrayed in the press and on TV, and how this has influenced public opinion and political response, *eg images of scarring following cosmetic surgery procedures to lengthen limbs*. **Unit title: The Significance of the Media in Issues of Beauty Culture** Students investigate how the media presents different views about topical issues in beauty culture, *eg. the hijab and Islamic social codes; morality of beauty pageants; ethical and medical concerns in cosmetic surgery; masculinity and Metrosexuality.* They consider how the media can be used to promote beauty standards, and its role in publicising other events, *eg beauty pageants*. Students discuss questions such as how the media contribute to the creation of celebrities in beauty culture and whether these celebrities should have a right to privacy.

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i The world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations	**Developing confidence and responsibility and making the most of their abilities** **e** to relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at key stage 4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work **Developing a healthy, safer lifestyle** **f** to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel **Breadth of opportunities** **d** make real choices and decisions [for example, about using their spending power in more sustainable ways]	Developing an understanding of the economic, social and political forces that shape all of our lives through a study of beauty in contemporary global cultures. **Example** **Unit title: Beauty in Contemporary Global Cultures** Students investigate the interdependence between people, places and environments in the beauty industry. They develop understanding of the key concepts of interdependence, globalisation, diversity, quality of life, social justice and equity. They identify advantages and disadvantages in the globalisation of beauty culture *eg empowerment of women, 'parade of nudity' in beauty pageants, pressure to conform through cosmetic surgery procedures, development of trade and industry.*

2.   **DEVELOPING SKILLS OF ENQUIRY AND COMMUNICATION**

By their very nature, activities suggested in the Beauty Matters teaching resources develop these skills. Topical, political, spiritual, moral, social and cultural issues, problems and events are regularly referred to and analysed in class and as project work. Students are actively encouraged to express, justify and defend orally and in writing a personal opinion about such problems, issues or events. Activities in the Beauty Matters teaching resources also embrace class discussions and debates, vital in any subject exploring society today.

3.   **DEVELOPING SKILLS – PARTICIPATION / RESPONSIBLE ACTION**

Students are encouraged to use their imagination to consider other people's experiences, for example in brainstorming issues. Studying issues in the culture of beauty enables students to think about, express, explain and critically evaluate views that are not their own by the nature of the subject material and the active learning methods used. Project work tasks give students the opportunity to negotiate, decide and take part responsibly in school and community based activities. By the teaching of Citizenship in the culture of beauty, students are inevitably reflecting on the process of participating and being encouraged to do so where appropriate (e.g. voting, pressure group activities).