

THE HEY GIRLS LEARNING SPIRAL

We know that there is a very wide spectrum of what, how and when education about periods is delivered in schools. Existing PSHE / RSHP guidelines and programmes mention periods, but often not in great detail. This comprehensive Learning Spiral covers all aspects of menstrual education from primary through secondary and offers guidelines on what to teach and when. Each stage is supported by Lesson Plans, matched to curriculum benchmarks in Scotland, England and Wales (see following pages).



Age 15+

Pupils understand the physical and emotional changes across the menstrual cycle, and when to seek help.

Pupils understand that many factors related to menstruation can be detrimental to mental health and how to challenge these (including gender identity, period poverty, culture, religion, ability).

Pupils continue to develop self-care and empathy around menstrual experiences.

Age 13+

Pupils understand that there are many myths and taboos associated with periods and how to use facts to form their own opinions.

Pupils understand that advertising and the media influence opinion about periods and the menstrual cycle.

Age 11+

Pupils understand and can describe what the menstrual cycle is and how periods fit within it.

Pupils are able to develop self-care and empathy around menstrual experiences.

Pupils know and can describe how to prepare for and manage periods and are aware of all the available options, including reusables.

Pupils understand the physical and emotional changes of puberty for male and female bodies, that some people get periods and that this is normal.

Age 8-11

Pupils know and can describe how to prepare for and manage periods.

Pupils understand the changes of puberty for male and female bodies, that some people get periods and that this is normal.

CURRICULUM LINKS: SCOTLAND

Complementing the provision of free products

Here at Hey Girls, we have been working closely with schools and Local Authorities to help them meet Scottish Government commitments to provide free period products to all pupils. Many schools have already used the introduction of free products as an opportunity to open discussions about periods. This resource is designed to support schools to complement free product provision with high quality menstrual education, breaking down stigma and taboo around periods and period poverty.

Supporting the Curriculum for Excellence

My Period fully supports the underlying aims of the Curriculum for Excellence, promoting knowledge and life skills and that will equip children and young people as they move through school and out into the world as effective contributors.

The aim of the activities and supporting materials is to engender positive discussions around menstrual issues, building the confidence of participants to take part in sensitive discussions, and to help them build an awareness of their rights and responsibilities in this area as well as those of their fellow students and people in wider society.

Getting it Right for Every Child (GIFREC)

My Period fully supports the Scottish Government's GIFREC approach to raising our young people and comfortably meets all eight of the SHANARRI wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included).

Curriculum Links

My Period provides teachers with detailed, structured and supported guidelines and activities to deliver comprehensive menstrual education in schools. The activities are suitable for use with children from Second Level, up to and including Senior Phase.

All activities and cards within the kit have been fully mapped to the relevant Outcomes and Experiences for the Curriculum for Excellence. Assessment Benchmarks have also been included. *My Period* meets many of the O&Es for Health and Wellbeing across the curriculum, as well as meeting many of the Body Systems and Cells O&Es within the Science curriculum.

It also matches well to the Relationships Sexual Health and Parenthood (RSHP) curriculum currently in development.


CURRICULUM LINKS: SCOTLAND

LEVEL	HEY GIRLS OUTCOMES	LINKED CURRICULUM FOR EXCELLENCE OUTCOMES AND EXPERIENCES, BENCHMARKS
Second Level (P5, 6 & 7)	Pupils understand the changes of puberty for male and female bodies, that some people get periods and that this is normal	<p>Health & Wellbeing (Physical Wellbeing) Outcomes & Experiences HWB 2-48a I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene.</p> <p>Health & Wellbeing Benchmarks Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings. Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris.</p> <p>Science Experiences & Outcomes (Body systems & cells) SCN 2-12a By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing.</p> <p>Science Benchmarks Describes the function of the reproductive system (penis, testes, sperm tube/duct, ovaries, egg tube/duct, uterus and vagina), for example, to make a baby.</p>
		<p>Health & Wellbeing (Relationships, Sexual Health & Parenthood) Outcomes & Experiences HWB 2-47a I recognise that how my body changes can affect how I feel about myself and how I may behave.</p> <p>Health & Wellbeing (Physical Wellbeing) Outcomes & Experiences HWB 2-15a I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.</p> <p>Health & Wellbeing Benchmarks Identifies positive things about own body image and appearance. Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out.</p>
Third Level S1/S2	Pupils understand the physical and emotional changes of puberty for male and female bodies, that some people get periods and that this is normal	<p>Health & Wellbeing (Relationships, Sexual Health & Parenthood) Outcomes & Experiences HWB 3-47a I understand my own body's uniqueness, my developing sexuality, and that of others.</p> <p>Health & Wellbeing Benchmarks Recognises the impact of puberty and developing sexuality.</p>

CURRICULUM LINKS: SCOTLAND

LEVEL	HEY GIRLS OUTCOMES	LINKED CURRICULUM FOR EXCELLENCE OUTCOMES AND EXPERIENCES, BENCHMARKS
Third Level S1/S2	Pupils know and can describe how to prepare for and manage periods and are aware of all the available options, including reusables	Health & Wellbeing (Physical Wellbeing) Outcomes & Experiences HWB 3-15a I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.
	Pupils understand and can describe what the menstrual cycle is and how periods fit within it	Science Experiences & Outcomes (Body systems & cells) SCN 3-12a I have explored the structure and function of organs and organ systems and can relate this to the basic biological processes required to sustain life. Science Benchmarks Explores and explains the structure and function of at least three of the major organ systems, for example, Respiratory, Circulatory, Digestive, Excretory, Reproductive and Skeletal, and relates this to the basic biological processes required to sustain life.
	Pupils are able to develop self-care and empathy around menstrual experiences	Health & Wellbeing Benchmarks Describes how positive and negative feelings about body image can affect health, self-worth and behaviour; for example, confidence, self-harm, eating disorders.
Fourth Level S2/3	Pupils understand that there are many myths and taboos associated with periods and how to use facts to form their own opinions	Health & Wellbeing Benchmarks Explains how positive and negative body image can affect health, self-worth and behaviour; for example, self-reliance, beauty industry expectations, body building.
	Pupils understand that advertising and the media influence opinion about periods and the menstrual cycle	Health & Wellbeing (Relationships, Sexual Health & Parenthood) Outcomes & Experiences HWB 4-46b I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. Health & Wellbeing Benchmarks Evaluates how the media, including social media and pornography impact on physical and mental health.

CURRICULUM LINKS: SCOTLAND

LEVEL	HEY GIRLS OUTCOMES	LINKED CURRICULUM FOR EXCELLENCE OUTCOMES AND EXPERIENCES, BENCHMARKS
 Senior Phase S4-6	Pupils understand the physical and emotional changes across the menstrual cycle, and when to seek help	Although there are no specific benchmarks for RSHP in the Senior Phase, we believe that these lessons and learning outcomes fit well within the spirit of the Curriculum for Excellence and will be of great benefit to pupils
	Pupils understand that many factors related to menstruation can be detrimental to mental health and how to challenge these (including gender identity, period poverty, culture, religion, ability)	

CURRICULUM LINKS: ENGLAND

Supporting existing guidelines & curriculum

Menstrual health and education are receiving unprecedented attention both in the media and within education. Assessment of the impact of period-related school absenteeism by the Department of Health is opening up the discussion in a hitherto ignored aspect of school education and highlighting the need for better teaching and resources to support young people around this topic. We are aware that menstrual education will be a part of the new Relationships and Sex Education (RSE) guidelines, making My Period is a timely toolkit for educators across the spectrum.

PSHE Program of Study

My Period material fully supports the PSHE Program of Study approach, meeting the relevant overarching concepts of Identity, Healthy balanced lifestyle, Diversity & equality, Change & resilience and actively encouraging intrapersonal, interpersonal and enquiry skills.

Curriculum Links

My Period provides teachers with detailed, structured and supported guidelines and activities to deliver comprehensive menstrual education in schools. The activities are suitable for use with children from Key Stage 2, up to and including Key Stage 5.

All activities and cards within My Period have been mapped to the relevant Learning Opportunities for:

- Statutory Science teaching about puberty & the menstrual cycle
- PSHE Association Guidelines including Health & Wellbeing, Relationships & Living in the Wider World
- Department of Education new Relationships Education (RE) and Relationships and Sex Education (RSE) Guidelines (2019)

CURRICULUM LINKS: ENGLAND

KEY STAGE	HEY GIRLS OUTCOMES	CURRICULUM LINKS
Key Stage 2 Y4/5/6	Pupils understand the changes of puberty for male and female bodies, that some people get periods and that this is normal	<p>Science Curriculum Describe the changes as humans develop to old age. Non-Statutory Guidance: Pupils should learn about the changes experienced in Puberty</p> <p>Relationships Education Guidelines 2019 Pupils should know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>PSHE Association Health and Wellbeing H18. Pupils should have the opportunity to learn how their body will, and their emotions may, change as they approach and move through puberty</p>
	Pupils know and can describe how to prepare for and manage periods	<p>Relationships Education Guidelines 2019 Pupils should know about menstrual wellbeing including the key facts about the menstrual cycle. The new government guidelines highlight that 'puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience'</p>
Key Stage 3 Y7/8/9	Pupils understand the physical and emotional changes of puberty for male and female bodies, that some people get periods and that this is normal	<p>PHSE Association Core Themes Health and Wellbeing H7. Pupils should have the opportunity to learn to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, and the physical and emotional changes of adolescence)</p> <p>RSE Guidelines 2019 Pupils should know the main changes which take place in males and females, and the implications for emotional and physical health</p>
	Pupils know and can describe how to prepare for and manage periods and are aware of all the available options, including reusables	<p>PHSE Association Core Themes Living in the wider world L11. Pupils should have the opportunity to learn about the information, advice and guidance available to them and how to access the most appropriate support</p> <p>RSE Guidelines 2019 Pupils should know key facts about puberty, the changing adolescent body and menstrual wellbeing</p>
	Pupils understand and can describe what the menstrual cycle is and how periods fit within it	<p>Statutory Science The structure and function of the male and female reproductive systems, menstrual cycle</p>

CURRICULUM LINKS: ENGLAND

LEVEL	HEY GIRLS OUTCOMES	CURRICULUM LINKS
Key Stage 3 Y7/8/9	Pupils are able to develop self-care and empathy around menstrual experiences	PHSE Association Core Themes Health and Wellbeing H5. Pupils should have the opportunity to learn the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies
	Pupils understand that there are many myths and taboos associated with periods and how to use facts to form their own opinions	RSE Guidelines 2019 Pupils should know the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online
	Pupils understand that advertising and the media influence opinion about periods and the menstrual cycle	PHSE Association Core Themes Health and Wellbeing H10. Pupils should have the opportunity to learn to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes
Key Stages 4 & 5 Y10/11/12/13	Pupils understand the physical and emotional changes across the menstrual cycle, and when to seek help	PHSE Association Core Themes Living in the wider world L11. Pupils should have the opportunity to learn about the information, advice and guidance available to them and how to access the most appropriate support
	Pupils understand that many factors related to menstruation can be detrimental to mental health and how to challenge these (including gender identity, period poverty, culture, religion, ability)	PHSE Association Core Themes Health and Wellbeing H11. Pupils should have the opportunity to recognise mental health issues in others; be able to offer or find support for those experiencing difficulties with their mental health
	Pupils continue to develop self-care and empathy around menstrual experiences	PHSE Association Core Themes Health and Wellbeing H12. Pupils should have the opportunity to work alongside those with mental health issues and know how (and when) to provide support

CURRICULUM LINKS: WALES



With the Welsh Assembly committing funds to ending period poverty in Wales, now is a good opportunity to complement that work with high quality education about menstruation.

The Sexual Health and Wellbeing in Wales Action Plan, 2010–2015 reinforced the Welsh Assembly Government's commitment that everyone deserves equal access to sexual health information regardless of age, race, disability, gender, sexual orientation or religion. My Period sits firmly within the priorities established by the Welsh Assembly, and matches to outcomes in the Personal and Social Education Framework as well as the Science Curriculum.

We are aware that the New Curriculum for Wales is in development and will update these guidelines appropriately.

KEY STAGE	HEY GIRLS OUTCOMES	CURRICULUM LINKS
Key Stage 2 Y4/5/6	Pupils understand the changes of puberty for male and female bodies, that some people get periods and that this is normal	<p>Personal and Social Education Framework Learners should be given opportunities to understand the reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth</p> <p>Science Curriculum Pupils should be given opportunities to study the names, positions, functions and relative sizes of a human's main organs</p>
	Pupils know and can describe how to prepare for and manage periods	<p>Personal and Social Education Framework Learners should be given opportunities to take increasing responsibility for keeping the mind and body safe and healthy</p>
Key Stage 3 Y7/8/9	Pupils understand the physical and emotional changes of puberty for male and female bodies, that some people get periods and that this is normal	<p>Personal and Social Education Framework Learners should be given opportunities to understand the range of emotions they experience and how to develop strategies for coping with negative feelings</p>
	Pupils know and can describe how to prepare for and manage periods and are aware of all the available options, including reusables	<p>Personal and Social Education Framework Learners should be given opportunities to display a responsible attitude towards keeping the mind and body safe and healthy</p>

CURRICULUM LINKS: WALES

LEVEL	HEY GIRLS OUTCOMES	CURRICULUM LINKS
 Key Stage 3 Y7/8/9	Pupils understand and can describe what the menstrual cycle is and how periods fit within it	Science Curriculum Pupils should be given opportunities to study the basic structure and function of some cells, tissues, organs and organ systems and how they support vital life processes
	Pupils are able to develop self-care and empathy around menstrual experiences	Personal and Social Education Framework Learners should be given opportunities to understand the range of emotions they experience and how to develop strategies for coping with negative feelings; and to display a responsible attitude towards keeping the mind and body safe and healthy
	Pupils understand that there are many myths and taboos associated with periods and how to use facts to form their own opinions	Personal and Social Education Framework Learners should be given opportunities to identify and assess bias and reliability, e.g. evaluate messages from the media; and to consider others' views to inform opinions and make informed decisions and choices effectively
	Pupils understand that advertising and the media influence opinion about periods and the menstrual cycle	Personal and Social Education Framework Learners should be given opportunities to understand the importance of access to unbiased information, including the internet, and be prepared to challenge views propagated by the media
 Key Stages 4 & 5 Y10/11/12/13	Pupils understand the physical and emotional changes across the menstrual cycle, and when to seek help	Personal and Social Education Framework Learners should be given opportunities to accept responsibility for all aspects of personal and social development and well-being Learners should be given opportunities to understand the statutory and voluntary organisations which support health and emotional well-being; and how to access professional health advice and personal support with confidence
	Pupils understand that many factors related to menstruation can be detrimental to mental health and how to challenge these (including gender identity, period poverty, culture, religion, ability)	Personal and Social Education Framework Learners should be given opportunities to demonstrate respect for self, others and for diversity
	Pupils continue to develop self-care and empathy around menstrual experiences	Personal and Social Education Framework Learners should be given opportunities to act as positive role models for younger students