

## PERIODS

3.1

### Learning Objectives and Curriculum Links: England (Secondary)

This guide provides learning objectives and curriculum links for teachers using the toolkit in England. It should be used in association with Activity Guide 3: Periods, which provides background information and prompts for further discussion around the *Bodies, Hearts and Minds* toolkit activities ‘Seeing Red: Periods in History’ and ‘Seeing Red: Periods & Protest’.

Separate guides with learning objectives and curriculum links are available for teachers of topics related to personal, social, health, and wellbeing education in Wales (3.2), Scotland (3.3), and Northern Ireland (3.4) on the [Body, Self, and Family website](#).

#### LEARNING OBJECTIVES

- ✚ To realise that stigma was attached to periods in the past (lower ability)
- ✚ To understand the reasons for stigma and secrecy around periods in the past (higher ability)
  
- ✚ To recognise that stigma around periods negatively affects self-image and wellbeing (lower ability)
- ✚ To assess how and why stigma around periods negatively affects self-image and wellbeing (higher ability)

- ✚ To identify some of the ways that stigma around periods is perpetuated today (lower ability)
- ✚ To formulate effective techniques for challenging stigma around periods today (higher ability)

**HOW DOES THIS ACTIVITY LINK TO THE CURRICULUM?**

**Relationships and sex education (RSE) and health education (England): Physical health and mental wellbeing**

The content under each heading specifies what pupils should know:

Mental wellbeing	Changing adolescent body
How to talk about their emotions accurately and sensitively, using appropriate vocabulary	Key facts about puberty, the changing adolescent body and menstrual wellbeing
How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	The main changes which take place in males and females, and the implications for emotional and physical health