



PERIODS

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 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 England (3.1), 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?

Health and well-being (Wales)

Developing physical health and well-being has lifelong benefits	
Progression step 4	Progression step 5
I can analyse the connection between physical and emotional changes. I can modify my behaviour to support my physical and emotional health, and can work collaboratively to plan and refine strengths and areas for improvements.	I can evaluate the connection between physical and emotional changes, independently selecting from a range of strategies to improve my physical and emotional health and that of others.

How we process and respond to our experiences affects our mental health and emotional well-being	
Progression step 4	Progression step 5
I can advocate the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being. I can identify people and groups who can help me with my mental health and emotional well-being.	I can contribute towards a culture where talking about mental health and emotional well-being is encouraged and normalised. I can identify when to seek help based on a good understanding of my mental health and emotional well-being.

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.
I can empathise with others and understand the value of demonstrating this through actions which are compassionate and kind.	I can empathise with others which helps me to be compassionate and kind towards myself and others.

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 interact <i>pro-socially</i> in different groups and situations, adapting my behaviours accordingly.	I can interact <i>pro-socially</i> in different groups and situations, and actively <i>advocate</i> for other individuals and groups.
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

I can exercise my own rights and respect those of others, and I can recognise that rights can be infringed.

Progression step 5

I can *advocate* the rights of myself and others.