



## PERIODS

### Learning Objectives and Curriculum Links: Scotland (Levels 3 & 4)

This guide provides learning objectives and curriculum links for teachers using the toolkit in Scotland. 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), Wales (3.2), 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 Wellbeing (Personal and Social Education) (Scotland)**

	Third Level	Fourth Level
<b>Relationships, sexual health and parenthood: physical changes</b>	I understand my own body’s uniqueness, my developing sexuality, and that of others. (HWB 3-47a)	I understand my own body’s uniqueness, my developing sexuality, and that of others. (HWB 4-47a)  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. (HWB 4-46b)
<b>Relationships, sexual health and parenthood: sexual health and sexuality</b>	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. (HWB 3-46b)	I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. (HWB 4-46a)