



## PERIODS

### Learning Objectives and Curriculum Links: Northern Ireland (Key Stages 3 & 4)

This guide provides learning objectives and curriculum links for teachers using the toolkit in Northern Ireland. 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 Scotland (3.3) 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?**

**Learning for Life and Work: Personal Development (Northern Ireland)**

**Key Stage 3 (age 11-14)**

**Pupils should have opportunities to explore the topics and develop the skills listed under each key concept heading.**

Self-awareness	Personal Health
Explore and express a sense of self, for example, temperament, feelings and emotions, personal responsibility, personal needs, aspirations etc	Explore the concept of Health as the development of a whole person, for example, defining what makes up a whole person, the need to develop physical, mental, social, moral, cognitive etc
Investigate the influences on a young person, for example, peer pressure, media, social and cultural trends, fears, anxieties and motivations etc.	Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour, for example, puberty, body image, mood swings, etc
Explore the different ways to develop self esteem, for example, enhanced self-awareness, sense of security and self worth, setting achievable targets, developing resilience, new interests and skills, learning to recognise achievement, etc.	

## Generic Learning Outcomes

Activities in the Hearts, Bodies, and Minds toolkit contribute to the following learning outcomes that require the demonstration of skills and application of knowledge and understanding of Personal Development. Pupils should be able to:

- research and manage information effectively to investigate PD issues;
- show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions;
- demonstrate creativity and initiative when developing ideas and following them through;
- work effectively with others;
- demonstrate self-management by working systemically, persisting with tasks, evaluating and improving own performance.

## Key Stage 4 (14-16/Qualifications)

### CCEA GCSE Specification in Learning for Life and Work – Unit 2: Personal Development

Personal health and well-being	Emotions and reactions to life experiences	Personal safety and well-being
Developing a healthy mind – dealing with the causes and consequences of anxiety, stress and depression	Developing a positive concept of self	The benefits and misuse of social media
	Ways young people can manage emotions and reactions to life experiences	

	Managing change in positive ways	
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