



Title: My body now: Menstruation (V2)

Level: Third

Code: 3.1.3

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
I understand my own body’s uniqueness, my developing sexuality, and that of others. HWB 3-47a	Recognises the impact of puberty and developing sexuality.

Learning intentions

- Young people learn the correct names for parts of their body, including male and female genitalia, and their functions.
- Young people recognise that body changes with puberty impact on feelings and behaviour.
- Young people learn strategies to manage emotions.

Success criteria

- I can name parts of my body.
- I can talk about the different parts of my body and what they do.
- I can describe the changes that take place with puberty.
- I can identify things to do or someone to talk to if I have a question or a worry.

Resources to support this activity

- PowerPoint slides
- Illustration of the female reproductive organs/system
- Short film **Talking periods** <https://youtu.be/ypMyH0W1trs> duration 4 minutes 2 seconds.
- ChildLine information: <https://www.childline.org.uk/info-advice/you-your-body/puberty/periods/>
- Hey Girls <https://www.heygirls.co.uk/>
- Hey Girls: Myth Busters: <https://www.heygirls.co.uk/education/myth-buster/>

Activity

1. Introduce the activities along these lines: That the focus of the learning today is menstruation, this is also called having a period. Acknowledge young people may have looked at this before, and might know a lot already, but today will help make sure that everyone has the best information. Use the next 2 introductory slides with bullet point key information to start.
2. Take any initial questions, check understanding. Some questions will be examined by the information to come, so acknowledge the question and say we will come back to it. Show **Talking periods** <https://youtu.be/ypMyHOW1trs> (part of <https://www.lil-lets.co.uk/school-programme>) duration 4 minutes 2 seconds.
3. The film ends with the question: **What myths have you heard about periods?** Use the slide as a prompt and ask young people to work in a small group and list things they have heard about periods that they think are myths – *or just want to check out if they are true or not?*
4. Tell the young people about the organisation **Hey Girls**. They want to help all girls and women access sanitary products when they have a period. They have good information on their site including about the myths. <https://www.heygirls.co.uk/education/myth-buster/> Go through these and acknowledge where they match with what young people have identified. Have some discussion based on young people's acknowledgement of myths, or their questions.
5. On the smart-board, show young people the ChildLine pages on menstruation/periods and the different sections that will provide really good information and advice. Make sure they know there is more information here on tampons and sanitary towels/pads: <https://www.childline.org.uk/info-advice/you-your-body/puberty/periods/>. If there is time have young people look at the pages on their phones/iPads.
6. Share this information with the class/group on the slide – inserting your information.

In Scotland, all girls and women can get sanitary towels or tampons at school or college for free. This is because it is unfair that girls and women have to pay for something that is essential for them when they have their periods. The Scottish Government gives the money for this to the Council and then the products are available where young people learn: *Then insert the detail of where there is provision in your school/group/college.*

7. To end, give the young people some blank cards. Ask if these activities have made them think of any questions that they would like answered? Tell the young people that they can write these on the cards, no need to put their name and they can work individually. Inform the class/group that there are 2 options - they can ask any question now, but that you will also collect the cards in and read them later, and that if there are questions that you can talk more about or help find answers to, then you/they will come back to them in the next session. Put this prompt on the smart-board: **What questions do you have about menstruation (periods) or your body or body changes with puberty?** After some time, take any questions young people want to ask, and collect all the cards in.

8. To end, remind young people that ChildLine is a good source of information. Also remind them that it's always good to talk to a trusted adult if you have a worry – and that they can come and talk to you.

Connecting with home

The text below could be used to communicate with home about the activities about puberty and menstruation.

We are continuing our learning in school about body changes and puberty. This includes talking about menstruation (periods). There is some good information for young people on ChildLine about puberty and menstruation, find it at this link: <https://www.childline.org.uk/info-advice/you-your-body/puberty/>

We have also watched this short film, you might like to see it too, **Talking periods**

<https://youtu.be/ypMyHOW1trs>

Hey Girls. Also offers lots of good information including on myths associated with periods:

<https://www.heygirls.co.uk/education/myth-buster/>

Further learning activities are available that connect to this RSHP curriculum content

3.1.1 Names of parts of my body

3.1.2 How my body changes as I grow

3.1.4 Masturbation

Practitioner Notes