

Learning objective	Success criteria
To describe what a period is and how to manage it.	- I can describe what a period is and why it happens. - I can identify different products that can be used during a period. - I can talk about what period might be like and how to manage it.
Before the lesson	
This lesson includes the option to upload an image of the class's PSHE agreement to the <i>Presentation: PSHE agreement</i> (see Teacher knowledge). A <i>Knowledge organiser</i> for this unit will be added by August 2026. View an example <i>RSE & PSHE Knowledge organiser</i> here. Watch Pupil video: Periods. Note: contains clear anatomical illustrations. Have ready <i>Presentation: PSHE agreement</i> (optional – see Teacher knowledge). <i>Presentation: Mind map</i>. <i>Presentation: Periods</i>. - Whiteboards and pens (one each). - A selection of period products such as pads, period pants, tampons, menstrual cups and panty liners. - Sticky notes or small slips of paper (one each). - Wonder box (see Wrapping up). Print Print in advance of the lesson. - Activity: Quiz (one between two). - Activity: Quiz answers (one teacher copy). Teacher knowledge	

Subject knowledge

Periods

- Periods can start any time between the ages of 8 and 17. This is different for everyone and is normal.
- Use the links: Periods - information from Childline and Puberty and your body - information from Childline for information about periods. Teachers can use this to support learning, and it may also be shared with children and families for reassurance and advice – **this is an external website and we do not have control over its content – please check before showing it to the children.**
- Use the link Periods - information from the NHS for reliable information from the NHS about periods. This page is for adults and should not be shown to the children. It includes common questions the children may ask, with suggested answers. This link may also be useful to share with parents.

Health and hygiene

- Use the terms 'period products' or 'menstrual products' instead of 'sanitary products' or 'feminine hygiene products', as these older terms can suggest that periods are dirty or unhygienic.
- When discussing the menstrual cycle, explain the importance of keeping clean during a period, but avoid shaming language such as 'dirty' or 'unclean'. Share clear, factual information about how periods can be managed. Direct children to the Childline link if further support is needed.

Misconceptions

The children may think that:

- 'Boys do not need to learn about periods' – everyone needs to learn about periods because it is a normal part of growing up for some people. Explain that they might have friends, classmates, siblings or future family members who have periods. Learning about it helps them to understand each other, be supportive and treat everyone with respect. Reassure the class that learning about periods does not mean everyone will have them, it just means they are learning facts about how bodies work.
- 'During a period you lose loads of blood' – it may look like a lot of blood but most people lose just 6-8 teaspoons over several days. Ensure pupils understand that the body naturally replaces the blood that is lost. If they feel worried about how much they bleed when having a period or find it hard to manage their bleeding, they should talk to a trusted adult.
- 'You cannot move, play sports or go swimming on your period' – people can do all normal activities on their period. If the period pain stops someone from doing these activities, they should seek help from a trusted adult.
- 'Everyone can tell if someone is on their period' – no one can see or know unless the person chooses to tell them. Sometimes period blood can leak through period products and clothing, but this is nothing to be embarrassed about. The person can change their product or clothing and other people should avoid making comments and offer help by telling a trusted adult if needed.

Lesson organisation

Further information

Use the link: Period product scheme for schools and colleges to access free period products. This scheme helps ensure pupils can access period products when they need them and can also support teaching – **this is an external website and we do not have control over its content – please check before showing it to the children.**

Resources

When preparing resources, it is helpful to ensure a range of period products are available for pupils to see and handle. This helps pupils understand that there are different options available and that people can choose what works best for them. This may include:

- Pads in different sizes.
- Tampons
- Menstrual cups
- Reusable products, such as reusable pads or period pants
- Examples from different price points, including value and branded options.
- Sustainable or environmentally friendly options, where appropriate.

Uploading images to a presentation

This lesson has the option to upload an image of the class's PSHE agreement to the *Presentation: PSHE agreement*.

- Open Presentation mode.
- Prepare the lesson with the chosen resources.
- Select the cloud icon.
- Select the 'Upload image' button and choose the saved image.

The image will appear in the *Presentation: PSHE agreement* to display within the lesson.

Cautions

If you know a child has specific issues, consider discussing the lesson with them in advance and adapting it as needed. They might benefit from adult support. If problems emerge during the lesson, consult your Senior Leadership Team. It is the teacher's responsibility to check all resources and lesson content to ensure it is suitable for their class setting.

Ensure this lesson is delivered in accordance with your school's RSE policy and that parents/carers have been informed as appropriate.

Sensitivities

SEND

Some pupils, particularly those who have sensory or processing difficulties, may worry about how they will manage periods. When talking to pupils about how to use a period products you might reassure them:

- It might take practice and that is normal.
- Everyone finds the right product and routine for them, you might need to try different options to work out what suits you.
- If you are at school, you can ask a trusted adult for help or supplies.

Cultural and personal beliefs

- Some families may have specific cultural or religious views about menstruation.
- Acknowledge this respectfully while presenting factual, inclusive information.
- Encourage children to speak with trusted adults at home or school if they have questions.

Creating a safe space

Some children may feel embarrassed, self-conscious or nervous discussing this topic. Some girls may have already started their periods by Year 5. Ensure that you put all children at ease by creating a safe, respectful and non-judgemental space to encourage open communication.

Inclusivity

Use inclusive language and avoid putting individual children on the spot. When discussing, for example, options for period protection products, use language such as 'some people prefer X, whereas other people prefer Y'.

Access to support

This lesson may raise questions or concerns for some children. Ensure that all the children are clear where they can go to seek further support, including examples within school, other trusted adults and suggested websites.

Language

This lesson focuses on the changes that typically happen during puberty. References to 'girls' and 'boys' refer to biological sex. It may be appropriate to alter the language to refer to female and male bodies to ensure the lesson is inclusive and appropriate for all children in the class.

Recap and recall

Optional: remind the children of the PSHE agreement created in the [Introduction: Setting ground rules for RSE & PSHE](#) and recap the agreed rules. If needed, upload an image of the agreement to the *Presentation: PSHE agreement*.

Show the *Presentation: Mind map* and tell the children to create a mind map to show everything they learnt about emotions and feelings during puberty in the last lesson.

Encourage the children to include strategies to help manage these emotions and feelings during puberty.

Presentation: Mind map

Upload your own image on presentation mode

Take feedback and address any misconceptions.

The children may suggest:

- During puberty, hormones can affect how we feel.
- Emotions may feel stronger, change quickly or feel unfamiliar.
- We might respond differently to situations than we did before puberty.
- We may feel more insecure or self-conscious during puberty.
- Puberty can make us feel more tired, which can make emotions harder to manage.
- We can manage our emotions by talking to a trusted adult or friend, writing our feelings down, doing activities we enjoy, spending time outside or practising mindfulness activities.

Attention grabber

Hand out the whiteboards and pens and explain the children will watch a video about periods. Share the key questions that will be discussed after the video and ask the children to jot down notes or keywords to help them answer these.

1. **Why do girls get a period?** (The womb lining builds up each month; if the egg is not needed, the lining leaves the body as blood through the vagina.)
2. **How long does a period usually last?** (3–7 days.)
3. **What can girls wear to catch the blood during their period?** (Pads, period pants, tampons or menstrual cups.)

Play the *Pupil video: Periods*.

Caution: The *Pupil video: Periods* contains clear anatomical illustrations. Review the video in advance to ensure confidence and alignment with your school's RSE policy. See Statutory guidance for further information about teaching puberty in primary schools.

Pupil video: Periods

Take feedback and record correct answers to the key questions on a flipchart.

Explain that all girls have periods and this is nothing to worry about.

Main event

Hand out the *Activity: Quiz* (one between two). Ask the children to work in pairs to answer the questions based on what they can remember from the video in the Attention grabber. Explain that they can mark answers as true/false or use a question mark if they are unsure. Tell them they will have the opportunity to revisit and change their answers later in the lesson before marking the quiz as a class.

Show the *Presentation: Periods*.

Show slide 1 and read aloud the facts about periods. Explain that everyone is different and will start their periods at different times.

Show slide 2 and introduce some of the period products that help manage periods. If possible, show the children the real products.

Explain how often each period product needs to be changed:

- **Pads:** usually changed every 3–4 hours, or sooner if full.
- **Tampons:** changed every 4–8 hours.
- **Period pants:** changed at least once a day.
- **Menstrual cups:** can be worn for up to 8–12 hours before emptying and cleaning.

Explain that the amount of menstrual bleeding varies from person to person, so some people may need to change products more often, especially on heavier days.

Show slide 3 and talk through each step showing how to use a pad.

Explain the importance of keeping clean during a period. Reassure children that bathing or showering as usual and wearing comfortable cotton underwear can help them feel clean and comfortable. Explain that keeping spare pads in school bags can help them feel prepared.

Show the children some **panty liners** and explain that these are thin pads that some people use before or after their period or alongside tampons to help them feel comfortable and clean. Explain that panty liners should be changed every few hours.

Show slide 4 and discuss how some girls might feel when they have their period. Explain that some girls experience physical changes, such as tummy aches, soreness or bloating, and emotional changes such as feeling sensitive, moody, angry or tired. These changes can happen in the week leading up to a period as well as during the week of the period itself. Reassure children that having a period should not stop them from taking part in everyday activities, such as playing, learning or going outside. Explain that if period pain stops someone from doing these things, they should tell a trusted adult so they can get help.

Show slide 5 and discuss some of the ways girls can manage their periods.

Pause here and ask the children to return to the *Activity: Quiz*. Give them time to check and change any answers based on what they have learnt from the presentation.

Show slide 6 and invite the children to share their answers. Click to reveal the answers on the slide.

Wrapping up

Ask the children to discuss the key questions in pairs.

1. **Should having a period stop someone from doing everyday activities?** (No. Periods should not stop someone from learning, playing or going about their normal day.)
2. **How can someone look after themselves during their period?** (Changing products regularly, wearing comfortable clothing, getting enough rest and gentle exercise.)
3. **Who could you talk to if you had questions or worries about periods?** (A trusted adult, such as a parent, carer, teacher, school nurse or another trusted grown-up.)

Take feedback by inviting children to share what their partner said. Address any misconceptions.

Give the children time to reflect on the enquiry question: **What is a period?**

Wonder box

Remind the children to use the wonder box if they have any comments or questions. Explain that if they need an adult to help them, they should write their name or initials on their note.

Vocabulary

egg

A tiny cell made in a female's ovaries.

menstrual cup

A small, flexible cup that is placed inside the vagina to collect blood during a period.

period

When a small amount of blood comes out from the vagina about once a month.

period pad

A soft, flat piece of material that sticks inside your underwear to soak up period blood.

period pants

Special underwear that can soak up the blood that comes out during a period.

tampon

A small, soft product that is placed inside the vagina to absorb blood during a period.

vagina

A tube inside a female's body that connects the outside of the body to the uterus (womb).

womb (uterus)

The part inside a female's body where a baby can grow.

Assessing progress and understanding

Pupils with secure understanding can:

- Describe what a period is and recognise why it happens.
- Identify a range of products that can be used during a period.
- Talk about what a period might be like and ways it can be managed.
- Use appropriate vocabulary when talking about periods.

Pupils working at greater depth can:

- Make clear links between what periods might be like and ways to manage them.
- Explain why statements about periods are true or false using accurate vocabulary and making links to key information.
- Reassure others that periods are a natural part of growing up.

Adaptive teaching

Pupils needing extra support:

- Should be given the opportunity to handle and see period products during the Main event to develop their understanding.
- Could rewatch the *Pupil video: Periods* before completing the quiz to reinforce key knowledge in the Main event.
- Could use the *Knowledge organiser* to recall key vocabulary accurately by referring to the word list before and during the *Activity: Quiz* in the Main event.

Pupils working at greater depth:

- Should use scientific vocabulary to explain what a period is and why it happens in the *Attention grabber*.
- Should use scientific vocabulary to explain why each statement is true or false on the *Activity: Quiz* in the Main event.
- Could add their own true or false statements on the *Activity: Quiz* for a partner to answer.