

## Did you know...

Menstruation usually begins between the ages of 11 and 14 years of age. However, it can start earlier or later, depending on the individual.  
*Menstruation matters*

Significant numbers of children and young people reported that they missed school due to their period. Most reported missing less than 5 days per year. However, a significant number reported missing more than 20 days each year. One of the reasons: difficulty obtaining a period product  
*Commissioner for Children and Young People SA*

Menstruation presents significant challenges when individuals lack the information, resources, infrastructure and social support they need to manage their menstrual health and wellbeing safely and with dignity.  
*Commissioner for Children and Young People SA*

Period poverty refers to the inadequate access to: sanitary products, education about menstrual health, toilets and handwashing facilities.  
*Share the Dignity*

# Period Positivity

accessibility equity dignity

AT  
**OUR SCHOOL**  
**WE ARE**  
**PERIOD POSITIVE!**

As a **Period Positive** school, we will provide:

Access to free sanitary pads in dispensers in designated student toilet cubicles.

Enhanced menstrual health education aligned with the PDHPE curriculum.

We aim to:

dispel myths about menstruation and break down taboos

promote understanding and provide access to accurate information about menstruation for all students.

**Core convictions of Catholic Faith for Education**

A Catholic school believes in the dignity, value and equality of each person. All students, staff, parents and members of our community reflect the image of the creator. We are capable of partnering with God in being co-creators in shaping the world around us and who we become.



We are calling on parents and carers to partner with us to help all children and young people feel comfortable talking about menstrual health and periods.



Scan or Click to learn more on how you can help

## What have students told us?

Menstruation remains an awkward topic and we would like it normalised.



Education that separates students into genders increases the taboo.



Taboo around periods exists long before secondary school. More needs to be done to break this down in primary school.



We have learnt very little about menstrual health and often we're unsure of what symptoms are "normal".



Below is an overview of what students will learn in each year level and ideas for how you can support this learning at home. If you want more information, please contact the classroom teacher.

Grade	Stage & Syllabus Outcome	What content will we cover at school?	How can you support this learning at home?
Kinder	<p><b>Early Stage 1- PDe-1</b> Identifies who they are and how people grow and change</p>	<ul style="list-style-type: none"> <li>Private parts and public parts of the body</li> <li>Parts of the body: vulva, vagina, bottom</li> <li>Labelling external parts of the body including vulva, vagina, bottom, penis, scrotum and testicles.</li> </ul>	<p><b>Conversation ideas</b></p> <ul style="list-style-type: none"> <li>Use correct anatomical language when referring to parts of the body</li> <li>Discuss which parts of the body are private and public.</li> <li>Discuss how our body has grown and changed since they were born</li> </ul> <p><b>Books</b></p> <ul style="list-style-type: none"> <li>Your Whole Body- From your head to your toes and EVERYTHING in between by Lizzie DeYoung Charbonneau</li> </ul>
Years 1 & 2	<p><b>Stage 1- PD1-1</b> Describes the qualities and characteristics that make them similar and different to others</p>	<ul style="list-style-type: none"> <li>Describe changes in physical appearance now compared to when they were younger</li> <li>Labelling internal and external body parts including vulva, bottom, vagina, uterus as part of body systems</li> <li>Private parts and public parts of the body (others)</li> </ul>	<p><b>Conversation ideas</b></p> <ul style="list-style-type: none"> <li>Discuss how bodies grow and change as we get older</li> <li>Use correct anatomical language when referring to parts of the body</li> <li>Discuss which parts of the body are private and public.</li> </ul> <p><b>Books</b></p> <ul style="list-style-type: none"> <li>Who has what? All about boy bodies and girls bodies- By Robie H Harris (Author)</li> <li>Everyone's got a bottom- By Tess Rowley (Author)</li> </ul>
Years 3 & 4	<p><b>Stage 2- PD2-1</b> Explores strategies to manage physical, social and emotional change</p>	<ul style="list-style-type: none"> <li>Describe changes associated with puberty</li> <li>Managing changes associated with puberty</li> <li>Hormones and how these trigger changes in the body.</li> <li>Menstrual cycle</li> <li>Menstrual bleeding</li> <li>Managing periods – period undies, sanitary pads, tampons</li> <li>Where to go for information or help</li> </ul>	<p><b>Conversation ideas:</b></p> <ul style="list-style-type: none"> <li>Talk with your child about your experiences of growing up</li> <li>Discuss how bodies change during puberty</li> <li>Talk about menstruation (periods) and how to manage periods</li> <li>Use correct anatomical language when referring to parts of the body and menstruation.</li> <li>Discuss which parts of the body are private and public.</li> </ul> <p><b>Books</b></p> <ul style="list-style-type: none"> <li>Special Girls Business by Fay Angelo, Heather Anderson and Rose Stewart. Illustrated by Julie Davey. This book is written for students with diverse learning needs and outlines step by step how to manage periods.</li> </ul>
Years 5 & 6	<p><b>Stage 3 PD3.1</b> identifies and applies strengths and strategies to manage life changes and transitions <b>PD3.3</b> evaluates the impact of empathy, inclusion and respect on themselves and others</p>	<ul style="list-style-type: none"> <li>Individuals experience changes associated with puberty at different times e.g. menstruation.</li> <li>Explore the function and interrelationship of body systems e.g. Endocrine system and reproductive system</li> <li>Managing physical and emotional responses</li> <li>Managing use of menstrual products – choice, disposal, access</li> <li>Participation e.g. in sport</li> <li>Where to go for information or help</li> <li>Investigating strategies used to communicate feelings and ask questions</li> </ul>	<p><b>Conversation ideas:</b></p> <ul style="list-style-type: none"> <li>Talk with your child about your experiences of growing up generally, and associated changes.</li> <li>Discuss some of the things that can be difficult during puberty such as the physical and emotional changes for people. You may like to share your own experiences with your child.</li> <li>Discuss what makes an adult a good person to talk to and who could be some additional adults to talk with.</li> <li>Discuss how bodies change and change at different rates during puberty.</li> <li>Talk about menstruation (periods) and how to manage periods.</li> <li>Encourage participation in sport, recreation and other activities after the onset of menstruation.</li> <li>Use correct anatomical language when referring to parts of the body, body systems and menstruation.</li> <li>Discuss which parts of the body are private and public</li> </ul> <p><b>Books</b></p> <ul style="list-style-type: none"> <li>Special Girls Business by Fay Angelo, Heather Anderson and Rose Stewart. Illustrated by Julie Davey. This book is written for students with diverse learning needs and outlines step by step how to manage periods.</li> </ul>