



Hunsley Primary Menstruation Guidance¹

<p>With reference to the following Hunsley Primary policies:</p>	<p>Hunsley Primary Safeguarding Suite of Policies</p> <p>Hunsley Primary Behaviour, Sanctions and Rewards Policy</p> <p>Hunsley Primary PSHE Policy</p> <p>Hunsley Primary Medicines Policy</p> <p>Hunsley Primary Intimate Care Procedure and The Education Alliance Trust Policy</p> <p>Hunsley Primary SEND Policy</p> <p>Statement of Inclusion</p> <p>Hunsley Primary Uniform Policy</p>
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¹ Written with reference to DfE Guidance [‘Period product scheme for schools and colleges in England’](#), updated 7 September 2023 – NB: this Guidance moved from being a ‘Policy’ in September 2023

Menstruation Guidance

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1. Hunsley Primary Vision, Values and Ethos Statement

Vision: Our Commitment

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners. In particular, the school is committed to developing pupils as mathematicians and scientists.

Values: Our Children

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

Ethos: Our Teaching and Learning

Engagement, Enjoyment, Discovery, Reflection, Achievement

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice

- Real learning themes and deep-thinking investigations, which prepare our pupils for 21st Century living and engage them in learning with enjoyment and passion
- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks
- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development
- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

2. Introduction, Purpose and Scope

'No-one should be held back from accessing education due to their period. [The DfE has] introduced [a] period product scheme to provide free period products for all learners who need them. This means learners at all state-maintained schools and 16 to 19 education organisations in England will have access to free period products in their place of study.'²

The purpose of this guidance is to outline the expectations of the Hunsley Primary Governing Body and Leadership Team regarding the provision of support for pupils who are experiencing their menstrual period whilst in school. This refers to practical support and provision of products via the Government's scheme; coverage of the topic in the curriculum, and also to the pastoral support we offer through our collective behaviours, values, ethos and inclusive approaches underpinning the school's approach.

This Guidance outlines the following:

- How and when we educate our pupils about menstruation
- How we support pupils experiencing menstrual periods in school
- How we choose and order period products via the Government scheme
- How and when we inform pupils, parents and carers about the availability of support in school
- How and when we inform pupils, parents and carers about the safe use of the products provided by school
- How we are inclusive and sensitive in meeting the expectations and needs pupils, including how we can manage possible 'stigma' around the subject of menstruation

² <https://www.gov.uk/government/publications/period-products-in-schools-and-colleges/period-product-scheme-for-schools-and-colleges-in-england#your-responsibilities>

As reflected in our Hunsley Primary Vision, Value and Ethos Statement above, we understand that we must provide an inclusive, balanced and broad curriculum and pastoral support offer, which promotes the spiritual, moral, cultural, mental and physical development of pupils both at Hunsley Primary and in wider society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

All children and young people have a right to factual information, free from bias and the subjective personal beliefs of those who teach them. In order for our children to embrace the challenges of growing up and to have a happy, healthy and safe adulthood, they need to be able to make informed decisions about their wellbeing and health. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience to know how and when to ask for help. We understand also that children who are knowledgeable and confident about their bodies are more likely to have healthy attitudes to looking after themselves and each other.

3. Definition of Menstruation / Menstrual Periods

A period is the part of the menstrual cycle when an individual bleeds from the vagina for a few days. For most individuals this happens every 28 days or so, but it's common for periods to be more or less frequent than this, ranging from day 21 to day 40 of their menstrual cycle. A period can last between 3 and 8 days, but it will usually last for about 5 days. The bleeding tends to be heaviest in the first 2 days.³

Periods usually begin at around the age of 12, although some individuals will start them earlier or later. Most individuals experiencing menstruation will be having regular periods by age 16 to 18.

4. Menstruation Education at Hunsley Primary

Values Framework

Our approach at Hunsley Primary is to teach within the clear framework of morals and values which underpin the school every day as our **Hunsley Primary Values:**

- Inclusion
- Respect
- Staying safe
- Being kind
- Being fair
- Recognising we are all individuals and, as such, unique and equal

³ <https://www.nhs.uk/conditions/periods/>

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex Education is **not** compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. This includes education around the physical and emotional changes occurring around and after the time of puberty, including menstruation.

As set out in the guidance, it is the choice of individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their specific pupils. Hunsley Primary, like many other primary schools, chooses to teach specific, age-appropriate aspects of sex education through the PSHE curriculum, as well as that which is covered in the science curriculum, including teaching about menstruation in a factual, inclusive and clear way.

To ensure the children receive factual, safe and unbiased information, the school's RSE policy outlines why Hunsley Primary provides a comprehensive, age-appropriate menstruation education programme. Evidence states that a graduated, age-appropriate curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic or being misinformed, so we have designed our curriculum in this way.

Menstruation education allows children a safe space to ask the questions they may have without shame or judgement. It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. This also aims to remove possible stigma sometimes associated with menstruation. Menstruation education gives children the knowledge that will enable them to live safe, fulfilled and healthy lives.

As a school, we acknowledge we have a role to play and responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period, especially for children whose family may not be able or willing to provide adequate sanitary products. In this way, we hope that all children experiencing their period will be able to attend school happily and comfortably, also with the additional support of our Medicines Policy.

It is not uncommon for children to start menstruation in primary school and for this reason, we deliver our puberty lessons in Years 5 and 6 with age-appropriate focus on the facts. As part of these lessons, all children are told in an age-appropriate way about menstruation and there is a discussion about what periods are, an explanation of other symptoms associated with periods and how they can be managed, such as by using the sanitary bins provided in school. We also keep a Menstruation Kit in school⁴ and support of children requiring this kit is guided in addition by both our Intimate Care Policy and our Medicines in School Policy.

When school trips or residential visits are arranged for Years 5 & 6, provisions to deal with a child's period will be considered, discussed with parents in the preparatory meetings and added to the school risk assessment.

⁴ <https://www.gov.uk/government/publications/period-products-in-schools-and-colleges/period-product-scheme-for-schools-and-colleges-in-england#your-responsibilities>

5. Responsibilities and Roles

We have an integrated, whole school approach to planning the curriculum and providing pastoral care to our children.

The Headteacher and School Leaders will:

- Ensure understanding of diversity and protected characteristics underpins every aspect of the school day
- Ensure staff are supported with continuing professional development and adequate resourcing to deliver a consistent approach in line with the agreed approaches
- Ensure that the school's ethos, pastoral and teaching approaches, curriculum and delivery models are designed to be fully inclusive, relevant and accessible for **all** children
- Maintain a monitoring overview of provision, planning and delivery, including the work of supporting staff, to develop accurate, inclusive resources
- Liaise with approved external agencies to support the school in delivering the core material, e.g. the Integrated School Nursing team, NSPCC
- Help and train staff to play a pastoral role in delivering the wider support and responses to the children where menstruation underpins the support need
- Ensure that clear information is provided for parents on the subject content and the right to request that their child is withdrawn where appropriate
- Ensure that the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations
- Monitor all pupils' progress in achieving the expected educational outcome
- Seek and take account of pupil, governor, staff, parent and carer views and endeavour to adopt an approach of partnership with parents and carers
- Ensure that products provided to children as part of the Menstruation Guidance approach are appropriately sourced, checked and stored, with the relevant safety information being shared in an appropriate and timely way, according to the DfE guidance⁵

Teaching staff will:

- Be fully involved in preparing and delivering menstruation education as part of the RSE curriculum and school's pastoral approach. They will teach aspects of the RSE curriculum through the science curriculum and the majority through the PSHE Jigsaw curriculum.
- Be prepared to play a pastoral role in the support of children within and beyond the teaching of the curriculum
- Deliver learning in a factual and inclusive way, in accordance with the school's values and ethos
- Consult the headteacher and senior leaders where support or training is required to deliver the programme in line with the guidance

⁵ <https://www.gov.uk/government/publications/period-products-in-schools-and-colleges/period-product-scheme-for-schools-and-colleges-in-england#your-responsibilities>

- Where appropriate, support the intimate care and medical needs of children who require that level of support, according to the relevant policy.

Teaching Assistants and Support Staff will:

- Be prepared to play a part in supporting the delivery of RSE in curriculum sessions and in supporting the pupils' pastoral needs as required under the direction of the headteacher
- Receive training to deliver social and emotional support as appropriate, depending on role e.g. Power Programme, Talk Boost, Emotional Literacy Support (ELSA)
- Deliver learning support in a factual and inclusive way, in accordance with the school's values and ethos
- Where part of their role, help to signpost parents to additional sources of information and support if needed, e.g. Family Information Services Hub (FISH); Family Links programme
- Where appropriate, involve third party agencies for information and advice to support pupils and parents where consent is given to do so
- Where appropriate, support the intimate care and medical needs of children who require that level of support, according to the relevant policy

Governors will:

- Ensure that the quality of provision in school is subject to regular and effective self-evaluation
- Ensure that learning is accessible to all pupils and that an understanding of inclusion, diversity and protected characteristics underpins procedures in school

Parents and Carers will:

- View this Guidance on the school website
- Access information about the delivery of the curriculum, where needed, by contacting the school on enquiries@hunsleyprimary.org.uk
- Have opportunities to take part in information and education workshops (ParentLearn)
- Be encouraged to adopt a dialogue with their children about the learning in school
- Be encouraged to adopt a dialogue with the school, especially where questions or concerns arise

Pupils will:

- Have access to age and stage appropriate RSE and to the corresponding pastoral support
- Be consulted in an age-appropriate way on their RSE views and their feedback used to review provision.
- Have access to menstruation products and care where needed

The topic of Menstruation is taught as follows:

It is taught in the summer term of Year 5 as part of the science curriculum and revisited again in Year 6 as part of the PSHE curriculum. The format of teaching is designed to enable children to feel confident to talk about Science / Personal, Social, Health and Economic matters; listen to each other; ask questions (in class, small groups and independently) share ideas as a group of peers and also as a school community. As part of this programme, the children learn about a wide range of ideas, which includes age-related relationship and sex education⁶ at appropriate stages in their development.

Jigsaw sessions are delivered by the classroom teacher/s who know the children best and understand any additional needs or sensitivities which individual children might have. The Hunsley Team plan together and review materials as a team, to ensure staff are confident and competent to deliver the materials appropriately, without bias, with age-appropriateness and safely. This includes the training staff receive around safeguarding.

Teachers must ensure that their personal beliefs and opinions do not influence and do not create bias during the Jigsaw sessions. Staff have clear parameters through joint planning and review about what will be discussed in the class forum and what will need to be dealt with on an individual basis. Staff are supported through the school Safeguarding Policy to meet children's needs and statutory requirements. Staff must follow these key 'ground-rules' when planning and teaching:

- 1) Pupils take part in spoken, group discussion on a voluntary basis**
- 2) Lessons on menstruation are delivered to all pupils as part of the science curriculum**
- 3) Lessons are inclusive, factual and information based**
- 4) Pupils will not be expected to answer personal questions or share personal information in the group forum**
- 5) Only simple, scientific terminology which is agreed as a school as the 'correct' names for key concepts, e.g. body parts, shall be used**
- 6) Staff will maintain high level of understanding and awareness around the use of inappropriate, biased or leading language (especially where it prevents inclusivity or infringes on the rights of others, for example those with protected characteristics) and where such language is used, challenge in an appropriate and sensitive way**
- 7) Any concern arising from a menstruation education lesson will be shared with the appropriate school safeguarding staff member in a timely way**

Where the classroom teacher is the key adult delivering the lifecycle reproduction aspects of the science curriculum / relationship aspects of the Jigsaw programme, this helps to strengthen the message for the children that our relationships are something they can talk about and that the knowledge they gain in the RSE aspects of the curriculum is equally as valuable and significant as the learning they gain in all other aspects of the curriculum delivered by their class-teacher, such as maths, geography and English.

⁶ Sex Education, supported by the school nursing team, as part of the Year 6 curriculum from which parents may choose to withdraw their child

Science lessons are delivered weekly (approximately) and usually last an hour. Jigsaw lessons are delivered once a week for approximately an hour at a time and are taught using a nationally recognised scheme of learning, which cover a broad and modern Personal, Social, Health and Economic Education programme.

Lessons comprise of a non-exhaustive list of approaches, set out in the RSE and PSHE Policies.

6. Provision of Menstruation Products in School

The National DfE Government Scheme Overview:

'Period products, such as pads and tampons, should be available for all who need them, when they need them, in order to access education. Having periods should not be a barrier to education for any learner. Making learners aware of the scheme is vital to making sure they can access period products when they are needed and to reducing the stigma surrounding periods.'

'This scheme is for all learners who need to access period products in their place of learning in order to access education. It is not a universal offer of free period products to everyone under the age of 19. This would be prohibitively costly and would not represent good value for taxpayers' money.'

'When ordering products, you should consider the specific needs, characteristics and preferences of all learners.'

'When deciding how to distribute products, you should consider the potential impact that any perceived stigma around periods could have on learners accessing products.'⁷

'Who is eligible

'Girls, non-binary and transgender learners who have periods may all need to access this scheme. Any language, communications and the way(s) in which products are made available to learners should reflect this.'

'All learners in schools and 16 to 19 organisations should be able to access period products if they need them. This may include, for example, where learners:

- *have forgotten their products*
- *cannot afford products*
- *have come on their period unexpectedly*

'Learners under 19 in the current academic year may receive support from the scheme.'

'Learners aged 19 or over are only eligible for support if they:

- *are continuing on a study programme they began aged 16 to 18 ('19+ continuers')*
- *have an education, health and care plan'*

⁷ <https://www.gov.uk/government/publications/period-products-in-schools-and-colleges/period-product-scheme-for-schools-and-colleges-in-england#your-responsibilities>

The scheme is maintained by the Hunsley Primary Administrator.

Parents / carers are made aware of the menstruation products stored in school and the safety information linked with the use of the products via letter, Newsletter and also via the information on the school website. If a parent does not wish for their child to have access to the resources stored in school if needed, they must let the school know by writing to the Headteacher.

If a child experiences their period during school time and requires products, support or guidance during that time, parents will be notified in a sensitive way of the support their child has received during the day. Further support and guidance for parents will also be available from school to signpost additional advice, guidance and information which may be useful to them.

Hunsley Primary Provision of Menstruation Products (the Period Kit)⁸

Making products available

Products are available to children in an agreed, restricted location, shared in a manner to minimise embarrassment to ensure that pupils do not risk going without instead of feeling comfortable to ask. We work carefully with children to help to reduce potential stigma, e.g.

- having posters or stickers on the back of specific toilet doors directing learners to where they can access products would be useful - find ideas and suggestions on **how to reduce stigma⁹**
- minimising any embarrassment for learners, particularly those with non-standard needs, for example, non-binary learners and those who experience very heavy periods
- making the scheme accessible to all learners, for example, those with English as an additional language

We ensure that learners are prepared to use the products safely through our teaching programme and through simple reminder information kept with the products themselves.

National DfE research with learners found that they felt this distribution method was a safe option. It meant that products could not be tampered with and were more likely to be taken based on need. Learners also felt a key benefit of this approach was that they did not need to ask a member of staff for help. However, learners thought it may be embarrassing to obtain products in front of other people.

7. Equality, Diversity and Inclusion

⁸ <https://www.gov.uk/government/publications/period-products-in-schools-and-colleges/period-product-scheme-for-schools-and-colleges-in-england>

⁹ <https://www.gov.uk/government/publications/period-products-in-schools-and-colleges/period-product-scheme-for-schools-and-colleges-in-england#how-to-reduce-stigma>

Hunsley Primary is committed to:

- Eliminating discrimination and promoting equality and diversity in its policies, procedures and guidelines.
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged.

Hunsley Primary is committed to giving all pupils access to support and information relating to menstruation which is relevant to their age, stage of development and needs, meaning that teaching content is adapted to specific learning needs and requirements.

Hunsley Primary will always sensitively and proactively challenge occurrences of stereotyping, bullying (for example, homophobic or sexist) and prejudice and the school's approach will be balanced, educational, inclusive, sensitive and based on information as opposed to personal opinion, bias or propaganda.

8. Communicating with Parents and the Parental Right to Withdraw

As Menstruation Education forms part of the Science and the RSE curriculum, we shall be transparent and give parents information about the programmes, support and resources we provide as we recognise it can be a sensitive subject for some families for a number of reasons.

All parents can view this guidance on the school website and are welcome to discuss it with the school.

The school also provides useful links to further sources of information, help and support to parents in the RSE section of the school website.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

The overview of the RSE aspects of science and the Jigsaw curricula are available on the school website and parents can request to see the teaching materials in detail prior to lessons should they wish. A letter is sent home to parents to inform them of the dates the lessons will be delivered. If parents have any concerns, special circumstances we should be aware of, or would like any further information they may contact the school Office to arrange a meeting with a member of the team.

We recognise under the DfE guidance for Relationship Education, Relationship & Sex education and Health Education, parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science.

Should a parent decide that they do not wish their child to take part in sex education lessons beyond the science curriculum, we would ask that they speak to the Headteacher to discuss their questions. We will also highlight that whilst parents have the right to withdraw their child from these lessons, this may not prevent other children from talking about what they are learning in these lessons.

Following discussion with the Headteacher, if parents do decide to withdraw their child, they should inform the Headteacher, who will provide alternative learning for the child to engage in during the lesson.

8. Safeguarding Children

The guidance, expectations and procedures set out in the school's suite of safeguarding policies should be met by all staff at all times.

When teaching any sensitive topic, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who provide care, support and pastoral services, or deliver any of our Relationship or Sex Education Programme have statutory training around safeguarding children and understand how to follow the school's policies and procedures in the case of a disclosure or suspicion of a safeguarding concern.

It is our practice to review general safeguarding procedures or issues in weekly Team Briefings and in Team Meetings, before all other agenda items. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom the curriculum may prove to be additionally challenging due to previous or ongoing safeguarding or child protection concerns, investigations and measures.

The school will seek the guidance of the Local Authority Designated Officer if any situation arose which warranted external support, advice or information.

We recognise that for children who may be vulnerable as detailed above, there may be a need to adapt the programme or offer additional support, but that the curriculum itself may be a protective factor in preventing further abuse, to help them develop skills and resilience to keep them safe in future.

9. Monitoring & Evaluation

To ensure the scope of the guidance remains current and reflective of the school's ethos and national guidance, it will be **reviewed regularly and at least every 3 years**. This will also allow for evaluation of the impact and effectiveness of the school's procedures and also allow for feedback to play a role in developing the programme in school.

Joint planning of teaching sessions and team evaluation or moderation of pupil learning ensures that consistency is maintained and that the programme is relevant to the children's needs, up-to-date and evidence based. This team approach ensures the quality of materials and brings to the table any key issues that may have arisen within the classroom.

Senior teachers carry out lesson drop-ins in order to ensure the quality and character of delivery are consistent across the children's experience in each year group and also consistent with the expectations outlined in this guidance.

The evidence for assessment kept by each teacher and passed on to the next teacher act as evidence of the work the children have been involved in and document their learning experiences. The children are encouraged at various points in their school programme to reflect back on the work they have done in the programme and talk through what they have achieved, how they have grown as a person and what lessons they have learned. We believe this reflection is essential to build personal identity and self-esteem.

Pupil surveys capture the views of the children about the impact, effectiveness and usefulness of the curriculum and the pastoral structures for support in school.

School leaders monitor children's learning and evaluate their progress by analysing data from a wide set, including attendance, behaviour, the Characteristics of Learning and PSHE summative assessments which are formally made two times a year by teaching staff.