

Kirsty Williams AC/AM
Y Gweinidog Addysg
Minister for Education



Llywodraeth Cymru
Welsh Government

Eich cyf/Your ref P-05-925
Ein cyf/Our ref KW/00501/20

Janet Finch-Saunders AM
Chair, Petitions Committee
National Assembly for Wales
Ty Hywel
Cardiff Bay
Cardiff
CF99 1NA

23 March 2020

Dear Janet,

Petition P-05-925 Don't leave Wales behind - teach menstrual wellbeing in schools

Thank you for your letter dated 12 March in relation to the above Petition, which is presently being considered by the Committee.

The Curriculum for Wales framework gives every school in Wales the opportunity to design and adopt their own curriculum. It encourages schools to build their own vision for their learners within the context of the four purposes and the learning defined at a national level.

Schools will have the flexibility to select the content which best meets the needs of their learners in their specific context. Learners will have a range of needs and backgrounds, and the Framework offers schools and practitioners the ability to choose the specific experiences, knowledge and skills, as well as the specific topics, activities and contexts that will best support learning within the Framework.

Within the Health and Wellbeing Area of Learning Experience (AoLE) in particular, it is important there is a sufficient degree of flexibility to support learners. The 'descriptions of learning' in the guidance for each AoLE includes key learning and details how learners should progress as they journey through the continuum of learning. A Description of Learning under the 'Developing physical health and well-being has lifelong benefits' statement of What Matters specifically relates to enabling learners to "..... recognise the connection between the physical and emotional changes that can occur in different contexts." Within this description of learning, learners are supported to develop their understanding along the learning continuum to be able to not only

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

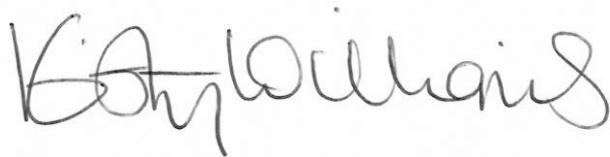
understand and recognise the connections between physical and emotional changes that occur but to be able to adapt and modify behaviour to support their physical and emotional health. The Developing Physical and well-being has lifelong benefits” statement of What Matters also has a description of learning which enables learners to “recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way”. Progression along this continuum will enable learners do develop knowledge and understanding on how to manage behaviours and conditions.

Within these descriptions of learning schools are given the flexibility to cover puberty and menstruation at a developmentally appropriate stage and also provide learners with the knowledge and confidence to seek support and help to deal with the physical and emotional changes that occur throughout life.

As part of the newly published guidance, we are also clear that growing up will have a critical impact on learners’ health and well-being and settings and schools should consider how they will support learners to understand and manage the developmental changes as well as how those changes affect learners in a range of different ways.

I hope this clarifies the position.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Kirsty Williams', written in a cursive style.

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