



Developing Peer-Led Learning and Support

Why have peer-led education and/or peer support in your school?

There is evidence that young people are more likely to seek help, support and information from informal sources such as friends in comparison to adults, especially when related to health aspects. In addition, older pupils are often perceived as role models by their younger peers. This presents a great opportunity for peer-to-peer learning. Peer educators also benefit through increasing leadership skills, confidence and if done correctly, they will also gain greater subject knowledge.

Recruiting peer educators/steering group members

Things to consider around recruitment if including peer-led learning within your school for the first time.

- Recruitment of more senior pupils generally works best as they have already received menstrual cycle education and are deemed as role models
- Recruit pupils who have shown a genuine interest in the area
- Recruitment processes should be open and transparent
- Recruit from a diverse background
- Attract candidates via assemblies, notice board information, school social media, newsletters

How can peer educators/supporters help in school?

Peer education and support 'projects' or 'steering groups' can work in various ways. Start with modest aims and aspirations and ensure the peer educators and teachers review and reflect on the experiences or projects.

Examples of how peer educators or supporters can help:

- Monitoring and replacing period product stock**
- Social media campaigns** – given the popularity and reach of social media among young people, social media campaigns can be a good way of getting messages out to peers e.g. around period poverty and availability of menstrual products
- Development of school education resources** e.g. posters for changing rooms and toilets
- Delivering all pupils assemblies** – promoting projects such as period poverty or period dignity campaigns
- Drop-in or 'pop-up' sessions** – an informal space where younger pupils can come and speak to peer educators or supporters e.g. period product drop-ins where pupils can pick up period products and be exposed to various types of products. This often leads to younger pupils asking questions and the opportunity to provide informal advice.
- Peer buddy initiatives** – linking peer educators with young pupils
Peer education lessons or workshops e.g. in PE where they could lead a session on managing periods during PE.



We have developed guidance and resources to work with pupils in your school and facilitate a session to develop peer led menstrual education. Resources include powerpoint slides to provide structure to run a co-design session with pupils; activities to complete during this session and additional resources for pupils to use to deliver peer led menstrual education.



We have created a video to help provide an insight into how this session might look and how to incorporate the provided activities.

Peer-to-peer learning and support should complement and enhance school menstrual cycle lessons and is rarely a replacement for lessons that teacher deliver and facilitate.