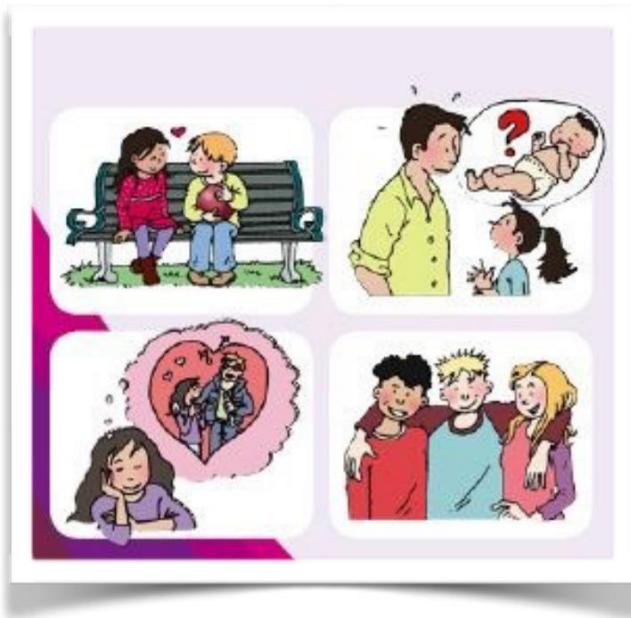


Spring Fever Parent Diary



- Year 4 -

Introduction:

There is often a lot of misunderstanding about what a comprehensive relationship and sex education package might contain, especially when aimed at primary school children. There is the worry that children will lose their innocence if we give them certain information too soon. The evidence suggests that this couldn't be further from the truth.

In fact, Spring Fever is an evidence-based package which progresses year-by-year to an age appropriate level. The programme is designed to be delivered across all year groups and builds in knowledge and details along with the children's natural development and curiosity.

There are four key themes that run throughout the programme:

- Physical development & self-image
- Reproduction & Family forming
- Social & Emotional Development
- Assertiveness:

These topics provide a framework of lessons which puts everything firmly in context and focuses on children learning the skills to form and maintain positive relationships, especially friendships, based on respect and empathy.

Indeed, the focus is on providing children with a safe space to ask questions and offers fun and responsible support which enables children to express and deal with their feelings in a positive manner.



Parent Diaries:

These diaries have been designed to ensure that you are aware of the content of each session your child takes part in day by day.

Not only is useful to put your mind at rest and but also it can give you an idea of what to expect so any questions or comments your child may make don't catch you by surprise or feel like they have come out of the blue!

Each day we have provided an overview of what topics have been covered, but also given you a few clues of ways to carry on conversations at home.

This is an ideal opportunity to begin having little conversations with your child and give them a platform to ask any questions they may have. It will help to re-enforce the notion that talking about their feelings, relationships and bodies are not anything to be ashamed or embarrassed about.

It can be scary when your child asks you questions and we all are sometimes shocked by how early they ask particular questions. You may not be ready to answer them, but they are ready for an answer!

It is better they hear an honest answer from you - than go away confused and thinking they have done something wrong.

It is ok to be unsure about what to say - if you need more time, tell them how good it is that they have asked but you need some time to think about how best to answer - tell them that you will have a think and come back to them later. Just make sure that you do.

Try to always explain things as simply as possible. If they need to ask more, they will.

Lesson One:

Who am I?

Positive characteristics. The perfect male and female stereotypes.

Key Points:

Children will gain insight into special characteristics of themselves and develop a positive self and body image.

They will also be able to appreciate the special characteristics of others.

Children will explore notions of beauty in the media and the influence these can have on their own body and self image.

Questions & Conversations at Home:

Practise giving and receiving compliments at home to each other. Make it a game.

Can they say something nice about themselves too?

Talk about the people they see in adverts or in magazines. Do people in normal life look like that?

Do you think that your appearance and clothes are important?

Do you think it is good that people pay more attention to how they look but forget about their other qualities?

Lesson Two: (from Yr 3 programme)

How was I born?

Key Points:

Children will learn about pregnancy and child birth. They will know how pregnancy occurs, how a baby grows in the womb, how a baby is born and what a baby looks like.

NB: children will learn how a baby is made. There is an explanation of sex. However, please be aware this is delivered in an age appropriate way and is in context. It is designed to answer children's natural questions. This is science - and not rude. Ultimately it is all based around answering the question where did I come from?

IVF conception is also explained.

Questions & Conversations at Home:

This is a great opportunity to make sure your children know that you are happy to answer their questions about sex before it becomes embarrassing for them.

- Ask if they understand that a baby is made up from a sperm from their daddy and an egg cell from their mummy?
- Do they understand where mummy eggs and daddy sperm live?
- How does a baby eat and grow when it is in mummy belly? how long does it take to grow?

If you have photos of them both during pregnancy and early after birth show and share them.

Lesson Three:

Boys and girls about one another.

Key points:

Children become aware of differences and similarities in role behaviour between boys and girls.

Children become aware that the media represents men and women in a gender-specific manner.

Children learn to think critically about gender –specific role expectations and role behaviour of boys and girls.

Children see the needs for equal rights for boys and girls.

Questions & Conversations at Home:

Looking at adverts on TV is a good way of exploring gender-roles with your children.

- men driving cars
- women doing the cleaning

Do they match the jobs people actually do at home?

- What are boys/men like? Are they all the same?
- What about women and girls?
- What jobs can they do?

Lesson Four:

How do I say yes or no?

Key points:

Children will learn to identify their own limits in various ways and in different situations.

They will know what they should do in situations which exceed their limits, are unsafe or feel unpleasant, and be able to identify who they might trust or talk to, should unsafe or unpleasant situations occur.

Questions & Conversations at Home:

How do you know if someone likes or enjoys something? How can you see or hear this? What about if someone doesn't like or enjoy something instead?

How would you feel if someone forced or persuaded you to do something you didn't like?

Why is it important to listen if you notice that someone doesn't want to do something or doesn't like something?

If this happened to you, it is important to talk to someone you trust. A person can be trusted if they:

- believe you,
- don't blame you for the situation,
- listen & understand what has happened,
- are glad that you told them
- really want to help you

Lesson Five:

How do i say 'no.'

Recognising 'Yes', 'No' and 'Don't know feelings'.

Key Points:

Children will learn to recognise 'yes', 'no' and 'don't know' feelings in different situations, and understand that people may feel differently about different situations.

They will learn to express their 'no' feelings in different ways and which ways are most effective.

Questions & Conversations at Home:

Talk about different situations at home and ask them how they might feel. You can do this whilst watching TV and talking about the characters.

- How might they feel? What could they do? How would you feel in the same situation?
- How could they say no if they didn't like something? Can they think of an alternative to the situation?

e.g. 'I don't want to kiss Grandma, but I will blow her a kiss'

Have fun practising saying no softly, then slowly getting louder and louder, clenching your fists and stamping your feet.

Lesson Six: (from Yr3 Programme)

I really like you.

Key Points:

Children will spend the lesson exploring various ways people use to show that they like someone.

The children will realise the importance of showing others that they care for how they feel and the various options available.

Children will understand that not everyone expresses love in the same ways.

Plus it will be explained that just because you like someone, there is no guarantee they will feel the same.

Questions and Conversations at Home:

We all have different ways of showing the people around us how that we care for them. Some are better at it than others.

It is worth discussing how your child knows that various people close to them feel and show their affection. Is it through hugs, words, or being playful for example.

Which do they prefer? Ask your child how they like to show people that they care...

Words we are using at school:

These are the words we are using at school. It is important that you and your child have the same vocabulary and are aware what each other mean. Even if you choose not to use these words at home it is important that you check them against any words you do use.

sperm, egg, penis, vagina, womb, ovaries, breasts,

puberty, fertile, reproduction, pregnant, umbilical cord,

naked, nude, stereotype, trust, feelings.



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