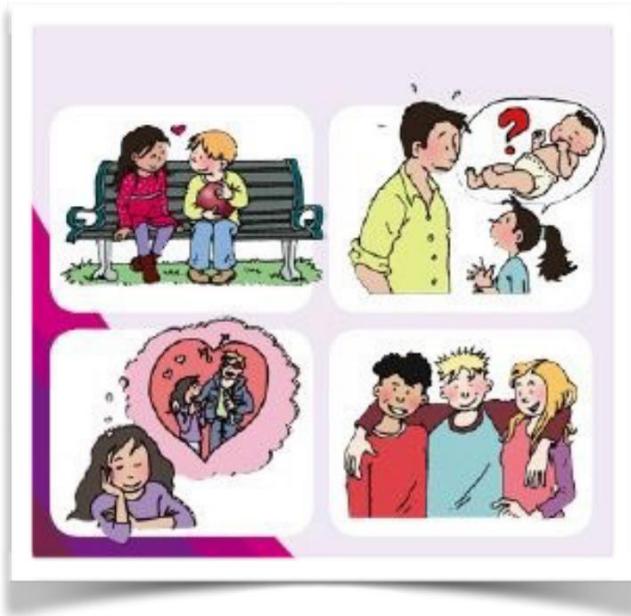


Spring Fever Parent Diary



- Year 6 -

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 it 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?

A book about me and my qualities.

Key Points:

Children will become more aware of their own talents and characteristics and develop a positive self-image

They will be able to name a number of their own personal talents and positive characteristics as well as being able to give positive feedback to others.

They will understand that everyone is unique and has their own special qualities.

Questions & Conversations at Home:

Ask what they think they are good at? What are their talents and their positive characteristics.

Help them to see what they are good at.

Practise giving each other compliments and pointing out each others positive characteristics.

Ask if they made a 'That's me' book - ask what they wrote (they may wish to show you or keep it private).

Lesson Two: (from Yr 5 Programme)

My relationships?

Who cares for you? Who plays with you?

Key Points:

Children will explore various sorts of relationships and family structures, and that these may change over time.

Children will understand that there are various options, values and norms relating to choosing one's own partner, engagement, marriage, having children, living together, arranged and forced marriage.

Children will become aware that in some cultures, not everyone can freely choose their own partner.

Questions & Conversations at Home:

Talk to your child about different sorts of relationships and living situations in your family or friendship circle.

Talk about your own relationship.

Talk about their own future choices that are open to them.

Lesson Three: (from Yr 4 Programme)

Friendships:

Key Points:

Children will learn how to make and maintain their friendships - understanding that friendships take effort.

Children will explore times when friendships no longer feel fun or beneficial, and think of ways to either restore or end friendships that aren't working.

Questions & Conversations at Home:

Learning how to manage relationships is a real life skill and important to feeling valued and safe. As parents, we may not always like or appreciate our children's friends - we may not feel that they are the best influence - however, we must accept and respect our children's choices. Getting to know your children's friends can be a really positive step.

- Ask your child who they enjoy spending time with, who their best friend is and why...? why do they like them and what do they do together... how do they make them feel...?
- Have they got any friends who don't make them feel so good...? Why do they still hang out together... what are they getting from the relationship?
- Is there anything they can do to improve the situation?

Lesson Four:

Being in love.

What does it mean?

Key Points:

Children will learn that people can fall in love with different people. We don't always choose who we fall in love with; sometimes people fall in love with people from different cultures, religions or the same gender.

Children will explore ways of showing that they love someone and learn that the other person may not feel the same way.

NB: The children will learn that sometimes people fall in love with people of the same gender. Children will learn about the correct names for same sex relationships, being gay, lesbian and bisexual where appropriate.

Questions & Conversations at Home:

- How do you think it feels to be in love?
- Is it always a good thing?
- Have they ever been in love?

- What could they do if someone was in love with them and they didn't feel the same way?
- Would they tell you if they were in love or had a boyfriend or girlfriend? If not, why not?

Lesson Five: (from Yr5 Programme)

Girls and Puberty

Changes, feeling and hormones

Lesson Six: (will be taught the same day as lesson 5)

Boys and Puberty:

Changes, feeling and hormones

Key Points:

NB: Both lesson five and six, although focused on the changes that take place during puberty for a single gender are designed to be delivered to mixed groups of both girls and boys, however, for this year we have decided to separate the class by gender. Both need to learn and empathise with the changes that take place during puberty for each other - but this will be done separately.

Children will explore the physical and emotional changes that take place during puberty, including: the importance of personal hygiene; the function of their genitals; emotional changes and mood swings that occur due to their change in hormone levels, as well as the importance of positive body and self image.

Specific to lesson 3: in addition will focus on the menstrual cycle and having their first period.

For boys Lesson 4: will in addition focus on erections and ejaculation.

Questions & Conversations at Home:

Essentially this is an ideal time to ensure that your child feels able to talk to you and ask questions about the changes that will take place during puberty. It can be a confusing and unsettling time, worrying if what is happening to them is normal.

If you have a daughter, then now is an ideal time to talk about periods and make sure that they are prepared. Developing their breasts and getting their periods are equally feared and longed for.

Equally if you have a son - the mystery of girls and their changing bodies and menstrual cycles are important to be comfortable with and understand too.

If you have a son, the importance of personal hygiene and body odour need to be addressed, as well as dealing with embarrassing erections and wet dreams.

Contrary to popular belief, girls will have wet dreams too, however theirs are less noticeable than with boys. All that wet dream are, is your body practising their natural sexual responses. On this note, both boys and girls are more likely to start to masturbate, once their hormones kick in too. So be aware.

It may seem early to start thinking about these issues, however children are starting puberty earlier than ever before - and when asked, studies show that the majority of teens claim that they felt they were unprepared for puberty and wished that they were able to talk to their parents more.

Now is the time to talk - before it happens, and not to wait until it is too late...

Lesson Seven: (from Yr5 Programme)

What feels nice and what doesn't.

Good and bad secrets.

Key Points:

Children learn to make a distinction between pleasant, unpleasant and dubious feelings in the case of touching and other situations. They will understand that everyone will have their own limits and these may differ from person to person.

They will learn the importance of clearly pointing out their own limits.

Children will also learn to make a distinction between good and bad secrets, and where to go for help.

Questions & Conversations at Home:

Ask if they know the difference between a good and bad secret - a bad secret is one that makes them feel scared, uncomfortable or uneasy.

Who can they talk to? What if they don't want to talk to you?

Stress the importance of listening to their feelings and to speak up if someone makes them feel uncomfortable. No one has the right to make them do anything they don't want to.

Equally, stress the importance of listening to someone else if they say no or that they feel uncomfortable.

Lesson Eight:

Does bare make you blush?

Key Points:

Children will know and can explain that there are different norms and (cultural) customs regarding acceptable clothing, nudity and privacy.

Also that these can change depending on the situation.

Certain clothing, or lack of, can sometimes evoke different reactions.

Questions & Conversations at Home:

Now is a good time to think about and ask if they would like more privacy at home. Do any situations make them feel uncomfortable (like someone coming into the bathroom when they are in the shower)? Things that once were ok, may not be any more.

Ask if they would like any changes to respect their privacy?

Stress however, that their body is nothing to be ashamed of, but you are aware that they have a right to privacy.

Lesson Nine:

What is Sex?

What do you know?

Key Points:

Children will learn that people's attitudes and opinions to sex can vary and that talking about sex isn't easy for everyone.

They will learn that sexual feelings are part of human nature and perfectly normal.

NB: Children hear a lot about sex, but rarely have the opportunity to ask questions, as a result they are often left confused and misinformed. This session is designed for children to clear up any issues they may have and to ask questions. It is a session that is predominately pupil led so it will be tailored to their own needs and experiences.

Questions & Conversations at Home:

If you would like to be able to talk to your child about sex and for them to feel able to ask you questions, now is the time.

Ask them what people asked and what they talked about.

Was there anything that they didn't understand or felt unable to ask?

Explain that you realise that they may not want to talk to you about sex and their relationships, but it is better to have more little conversations; whether it is in front of the TV, asking what they would do if they were in the particular character's situation or commenting that you hope they could talk to you if it was them...

Lesson Ten:

Men and Women in the media

Key Points:

Children will gain an insight into gender-specific behaviour and how this is learnt.

They will understand that the media often confirms and exaggerates gender stereotypes.

They will be given the tools to think critically about the message the media presents around beauty and gender roles.

Questions & Conversations at Home:

Watch TV and look at the adverts - talk about the gender stereotypes.

- Can you find an ad where a man changes a nappy and it doesn't go wrong?
- A car ad where a woman drives?
- Especially pay attention to adverts for cleaning products and perfumes or aftershaves...

Are they realistic?

Compare them to the roles people take on in your family.

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Lesson Eleven:

What do you think and what would you do?

Key Points:

Children become aware that their own norms and notions can have an influence on sexual intimidation.

Children are capable of applying various strategies and timely interventions for the identification and prevention of sexual intimidation and where they can go for help if the need may arise.

Questions & Conversations at Home:

Attitudes are really important when it comes to how we view sex and sexual intimidation.

Blaming the victim of sexual intimidation is never valid. It makes no difference what they were wearing, for example - no one ever 'asked for it'.

Talk about different situations and how they could respond ,and make it clear what to do if they don't like or want to do something. Also stress the importance of looking for the signs that someone else is uncomfortable too.

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.

Penis	Vagina	Testicles
	Ovaries	Breasts
Puberty	Wet dreams	ejaculate
	Intercourse	heterosexual
homosexual		



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