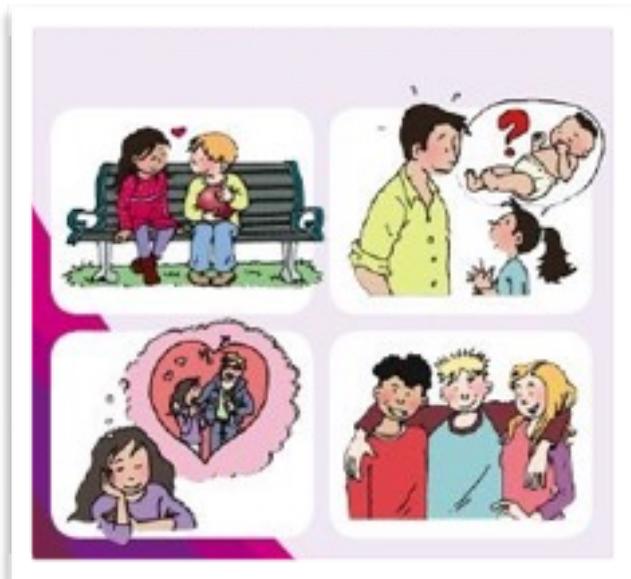


# Spring Fever Parent Diary



- Year 2 -

## 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 idea 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 sometime shocked by how early they ask particular question. 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 sometime 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 and always explain things as simply as possible. If they need to ask more they will.

# Lesson One:

## Who am I?

### Looking at differences and similarities amongst friends.

#### Key Points:

Children will explore their physical characteristics and learn that everyone's body and appearance are unique.

Children will begin to develop a positive self and body image.

The session will also focus on personal characteristics too, as children will learn to appreciate and respect their individual differences.

#### Questions & Conversations at Home:

Discuss the similarities and differences amongst different family members.

- What things about yourself do you like? What is your favourite part of your appearance? (why?) Tell them what you like.
- What makes you a nice person? Again, tell them what you like about them.

Ask them to do the same for you too?

any comments:

## Lesson Two:

### I am a boy, you are a girl?

### Exploring the differences between boys and girls.

#### Key Points:

Children will explore the similarities and differences between boys and girls. This includes looking at gender stereotypes, behaviours and social expectations.

The children will be asked to think critically whether gender stereotypes are correct.

**NB:** As part of this session, children will talk about the physical differences between boys and girls, which will involve using the correct terms for their genitals.

#### Questions & Conversations at Home:

What does it mean when someone says you run/fight like a girl? Is it fair? Is it true?

Are there any things a boy/girl can/can't do? Why?

So what are the differences between boys and girls then?

any comments:

# Lesson Three:

## What do I feel?

### Appropriate touching - things we like or don't like

#### Key Points:

Children will learn that touching various parts of the body can feel nice or unpleasant.

As part of the session children will learn when it is acceptable to touch themselves and be touched by others.

#### Questions & Conversations at Home:

There are certain things that we all do - that aren't always considered polite - When is it ok to pick your nose? Or fart? What are the rules at home - what about in public?

These are the same rules for touching your genitals too.

remember not everyone like to be touched in the same way - think about tickling... If someone touches you in a way you don't like you can tell them to stop.

Equally if someone tells you they don't like to be touched you need to listen to them too.

any comments:

# Lesson Four:

**Who is special to me?**

**Family, friends and what makes someone special to you?**

**Key points:**

Children will think about their relationships and who is special to them. They will learn they can be friends with different people and be able to show others that they like them

**Questions & Conversations at Home:**

Who is your best friend? why are they important to you?

How do you know if someone likes you?

Just because you are friends with 'so-and-so' does that mean you can't be friends with other people?

any comments:



# Lesson Five:

## What feels nice, and what doesn't Saying No.

### Key Points:

Children will learn how to recognise when people or situations make them feel uncomfortable and how to listen to their feelings.

They will understand that no one has the right to make them do something that they don't want to. And what to do when things don't 'feel right' and who they can talk to.

### Questions & Conversations at Home:

What can you do if you don't want kiss Grandma (or any other relative) goodbye? How else could you show her that you care for her if kissing her makes you uncomfortable?

Have you ever had that feeling in your belly when somethings isn't right? What happened? Was it something new or did something happen that you didn't like?

What could you do if you get that feeling again?

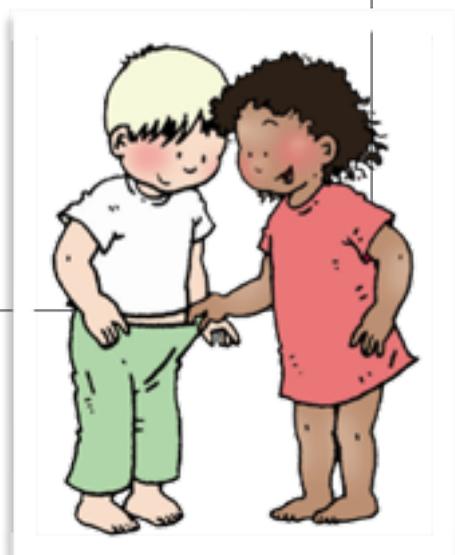
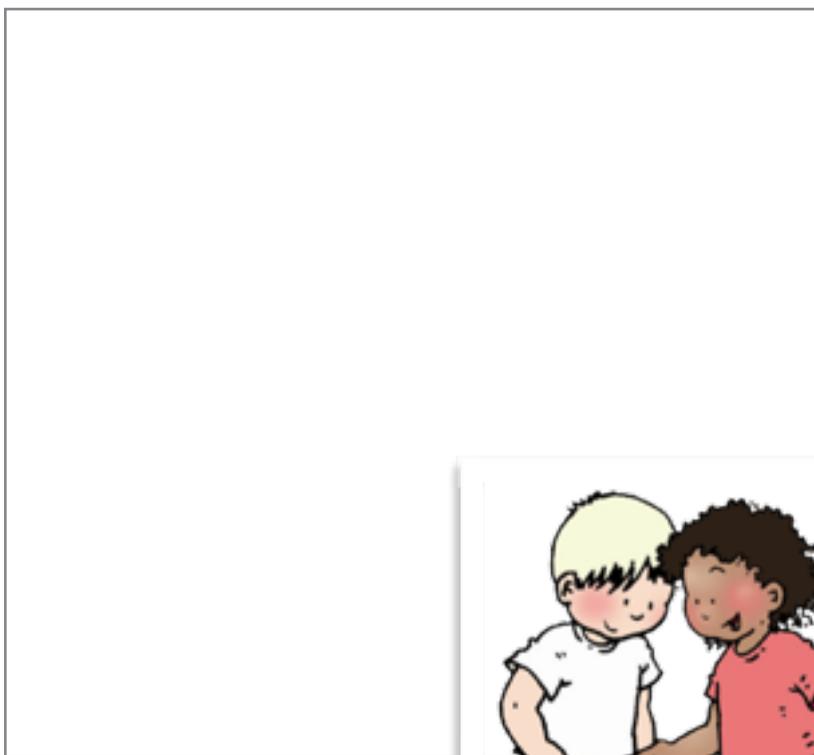
Who could you talk to?

Why is it important to tell someone if you have those 'not right' feelings?

any comments:

## 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.



any comments:

