



Home-School Links

Dear Parents/Guardians,

In class we hope to help children appreciate themselves now and acknowledge their achievements to date. This helps them to feel good about themselves (high self-esteem). Children with high self-esteem are less likely to give into pressure from friends, TV etc.

In following up the work being done in school, You might like to talk about:

- ▲ Changes you have seen in your child since s/he was little
- ▲ How your child got on when s/he started school
- ▲ Good things s/he has done/achieved
- ▲ Difficult things s/he has had to cope with.

Each person
is unique and
special

This could lead on to chatting about:

- ▲ Future changes that s/he is likely to experience
- ▲ Moving from primary school to post primary school
- ▲ Making new friends etc.

You might like to write a letter about your child saying what you really like and value about him/her. Your child would probably treasure this forever!

What I really
like about each
member of our
family is...



Home-School Links

Dear Parents/Guardians,

In class we will help children to look at different kinds of love and friendships. Friendships are very important to our children. We will help them to understand friendships and realise that they may change over time.

You could talk about:

- ▲ Changes in friends when your son or daughter moves school or house
- ▲ Different kinds of love your child enjoys – inside the family and elsewhere
- ▲ What makes a good friend – accepting and respecting difference in each other.

Friends help us
to grow and live
with others

Other things you might like to do:

- ▲ Look at photos that mean a lot to you or your child
- ▲ Look at photos of birthdays, holidays or other important times and talk how special you or your child felt
- ▲ Talk about presents your child gave you or pictures s/he drew for you and how happy and loved you felt getting them
- ▲ Talk about how your child's feelings about pop stars are different from the love s/he has for family members
- ▲ Make a list of what makes a good friend.

The love we
feel in our
family helps us
to feel safe



Home-School Links

Dear Parents/Guardians,

In class we will look at different types of families. We will also look at how families get on together and how they solve problems (conflict resolution).

You could talk about:

- ▲ How we can really listen to each other
- ▲ How listening helps us to understand each other's point of view
- ▲ How we can have different views and still get on with each other
- ▲ Who your child gets on with in the family (maybe an Aunt or Uncle)
- ▲ What makes this person special for your child.

We feel closer
in our family
when we take the
time to listen to
each other

You might also like to chat about:

- ▲ How rows or difficult situations are handled in your family
- ▲ Other ways in which rows could be handled.

When we have
a problem in
our family we
solve it by...



Home-School Links

Dear Parents/Guardians,

In class we will help children learn about keeping safe and healthy. We will be talking about the following topics in class and perhaps you might talk about:

- ▲ Eating the right food
- ▲ Washing properly and regularly
- ▲ Taking exercise and getting enough sleep
- ▲ Reading labels of tinned or packet food and seeing foods, such as fats and sugars that you might not expect to find there
- ▲ How the names of sugars are hidden by the words "fructose, dextrose and glucose"
- ▲ How eating lots of vegetables and fruit will help you and your child to stay healthy.

Taking the time
to eat a good
breakfast helps you
work well during
the day.

You might also like to chat about:

- ▲ Safety at home – gas, electricity, etc
- ▲ Being careful with medicines
- ▲ Answering the door or phone
- ▲ Farm or city safety – cars, machines etc
- ▲ The correct use of particular substances, eg. glue

In class we will explore viruses, bacteria, etc., how they spread and how the body fights them. We will also explain that sometimes the body cannot fight certain viruses as well as others – for example when a person has AIDS.

You can help
your child to feel safe
by always listening
to his/her fears and
concerns

Resource Materials for Relationships and Sexuality Education

Year 5
Topic 5
Feelings and Emotions



Home-School Links

Dear Parents/Guardians,

In class we hope to explore feelings and how they can be expressed and managed. Being able to recognise and express feelings in appropriate ways is an important part of your child's development.

Together with your child you could talk about:

- ▲ What you and your child do when you feel happy, angry, sad, etc?
- ▲ When other people feel happy, angry or sad what you like and don't like about the way they show their feelings
- ▲ Whether it is better to have time to think about something before you act? Why/Why not?

Feelings are
neither right or wrong.
It is what we do with
them that counts.

These are some questions you might like to ask when talking to your child about a time when your child felt hurt:

- ▲ What happened?
- ▲ Did anyone help your child to feel better?
- ▲ Did the person who hurt your child know that they had hurt his/her feelings?
- ▲ Would it be a good idea to tell the person? Why?/Why not?
- ▲ Can your child think of when s/he might have hurt someone?
- ▲ How could s/he stop this happening again?

When I feel
sad I get
support by...



Home-School Links

Dear Parents/Guardians,

In class we will be discussing the responsibilities that come with growing up.

Sometimes children like to talk to an elderly relative about what life was like for them growing up.

You can follow up the work being done in school by suggesting your child talks with an older person about what life was like when s/he was young.

Questions they might like to ask could include:

- What has changed/what hasn't changed for a 12 year old?
- What were the responsibilities inside and outside home?
- Did s/he have to mind younger brothers/sisters?
- What kind of work did s/he do?
- What kind of play did s/he take part in?
- What kind of holiday did s/he have in the summer?

Older people have
wisdom and life
experience to share
with children

You might suggest to your child that s/he would keep a copy of the interview and give a copy to the older person too.

You might also like to chat about;

- Responsibility
- When it is easy to be responsible and when it is difficult.

Children blossom
when they are given
responsibility for
different things.



Home-School Links

Dear Parents/Guardians

In class we will revise the changes that take place during puberty. We will help children look at new life and conception. You may already have talked about this to your child but it is always helpful to talk about it again.

The children will be reading the following story in school and you might like to read it with your child and chat about it.

You could chat about the responsibilities a new baby brings; the worries/frustrations as well as the joys.

It Could Be Any Day Now ...

Jason was awake early. It was still dark outside. He listened for his parents to see if they were still there and that nothing had happened during the night. It could be any day now, his Mum had told him. He had made her promise she would wake him, even if it was in the middle of the night. His Nan would come over while his Mum and Dad went to the hospital. He was going to have a baby sister or brother soon.

Jason's Mum and Dad had warned him that a baby would bring big changes to all their lives. In the beginning the baby might cry and would wake for food in the middle of the night. Jason felt that it didn't matter. The baby was going to sleep in their room for a while and then s/he could share Jason's room.

Jason fell asleep again. His father shook him and he woke up 'Jason, your Nan's here. Your Mum and I are going to the hospital. The baby is coming'. 'Is mum OK?' Jason asked, concerned for his Mum. 'Yes. But we need to go to the hospital as soon as possible. Don't forget it could be a while before there is any news.' His father didn't want Jason to worry.

Jason wanted to stay at home rather than go to school but Jason's Nan insisted he went saying 'It'll keep your mind busy and besides there might be no news for hours.' He agreed in the end. He told all his friends in school that his Mum had gone to the hospital to have the baby. His teacher heard the news and they all said a special prayer for Jason's mother and the new baby.

Jason ran all the way home from school. 'Perfect timing,' said his Nan as she opened the door for him. 'You're Dad's on the phone.' Jason took the phone from her, wasting no time asking questions. 'Jason, is that you?' his Dad's voice asked from the other end of the phone. 'Yes Dad. Has the baby been born yet?' Jason asked. 'You have a gorgeous baby sister, Jason,' his Dad replied. 'Is Mum OK?' 'She's tired, but fine. I'll be home at tea time and you can come with me tonight to see your Mum and your new sister'.

When we celebrate
puberty we are telling
children that it is an
important change in
their lives



Home-School Links

Dear Parents/Guardians

In class we will help children become aware of the wonder and miracle of new life.

This is information we will be giving your child in class. You might like to talk about it before or after we talk about it in school.

A Baby Is A Miracle

In just nine months a tiny, round fertilised ovum has changed greatly to become the new-born baby. A baby is a miracle.

When only a month old, and only 2mm long in total, the baby's heart had started to beat. Find 2mm on a ruler or tape measure with your child.

At two months the baby is the size of a grown up's thumb nail, the size of a 10p piece. The baby's hands and feet have already started to grow and without the mother knowing it, (the baby is so tiny the movement can't be felt) the baby begins to move about kicking gently.

Only three months since conception and though the baby's eyes are not open yet, they are very active, moving their arms and legs around, stretching and kicking, curling their toes, making fists, frowning and making faces. The miracle continues. Babies in the womb use these exercises to help their muscles grow strong.

At four months the baby is approximately 16cm long and would fit into a teacup. Ask your child to locate 16cm on the ruler? Though so very small the baby is completely formed. All the important parts of the body have grown. The baby even has fingerprints.

At five months a baby is approximately 25cm long and can fit into the palm of a grown up's hand. Now the mother can feel the baby moving. At this stage she might tell you this felt like the flutter of a butterfly or little fish zigzagging inside her.

When the baby is six months s/he can hear his/her mother's heart beating, voices, music and other sounds. The baby spends some of the time awake and the rest of it asleep. During the baby's waking s/he is kept busy testing those reflexes that will be so important for survival after birth. They practise sucking. Some babies find their thumbs and like to suck them even before they are born. As well as kicking, they practice grasping with their fingers and toes.

By now the baby's Mum is very aware of the moving and stretching her baby is doing. With all the kicking, sometimes she feels junior must be a football player in the Premier League! And yet it is very reassuring for the mother to feel all this movement. It reassures her that her baby is healthy and active.

As the baby's birth day comes near the baby has grown so much s/he has less room to move around in his or her mother's womb. Now the baby practises breathing. There is no air in the womb, only liquid. Sometimes the baby swallows the liquid and this causes hiccups. The baby's mother may feel the baby burping and wonder what is going on. In the nine months before babies are born, they do a lot of changing and growing.

When the baby is ready to be born s\he leaves the mother's womb through the vagina. The love between the baby's mother and father has resulted in the miracle of a new life. The birth of the baby will bring with it great changes in the lives of the parents.

It might be fun to talk to your child using the following suggestions:

- ▲ **Why other people thought you were going to be a boy or a girl**
- ▲ **Whether you arrived in a hurry or on schedule**
- ▲ **Whether you had lots of hair/no hair at all**
- ▲ **Who you looked like**
- ▲ **What weight you were at birth**
- ▲ **What your first toy was**
- ▲ **All the people who were happy when you were born.**

Home-School Links

Dear Parents/Guardians,

In class we hope to help your child be able to make decisions and to be aware of what might affect how h/she makes these decisions.

As a follow up at home you might look at ways with your child of making decisions by using **DOCAD**

- D** What decision do I need to make?
- O** What are my options?
- C** What will be the consequences?
- A** Who can I ask for advice?
- D** What will I decide?

When I make
a decision I look
at the choices
first

You might also like to chat about:

- ▲ Some decisions your child has made this week
- ▲ If they were easy or hard decisions
- ▲ What affected these decisions – friends, TV, adults, etc
- ▲ What the short term gains were
- ▲ What the long term gains were
- ▲ Having talked about decisions would your child change any of the decisions – Why/Why Not?

There are always
consequences to
the decisions we
make