



## SEA Year 5–6 Living & Growing Program

SEA's programs offer students an opportunity to gain age-appropriate information about bodies, personal safety, reproduction and puberty. Our focus is on young people getting accurate information that will help keep them safe and healthy physically, socially and emotionally. We are inclusive and respectful of the wide-ranging values and beliefs that families have. The sessions are interactive, fun and we use a variety of resources in the classroom including worksheets, discussions, videos and games. Programs are based on the Victorian Curriculum and our teachers are qualified and specially trained.

### Week 1 Conception to childbirth

- learn reproductive anatomy for males and females
- conception, pregnancy and birth explained
- reinforce body safety messages

### Week 2 Change: Introducing puberty

- discuss puberty – what it is and why we go through it
- learn about the physical, social and emotional changes of puberty

### Week 3 Managing puberty

- discussion about how to manage all aspects of puberty
- discuss empathy and respect for a range of feelings and opinions about puberty changes
- responsible use of technology from a personal and social perspective
- identify trusted adults students can go to for support

### Websites for primary students

- [www.ubykotex.com.au/puberty](http://www.ubykotex.com.au/puberty)
- [www.cyh.com](http://www.cyh.com) (kids' health/nearly teens)
- [www.kidshealth.org](http://www.kidshealth.org)

### Books for lower/middle primary

- *Mummy Laid an Egg*, Babette Cole
- *Hair in Funny Places*, Babette Cole
- *The Baby Tree*, Sophie Blackall
- *So That's Where I Came From*, Gina Dawson
- *The Amazing True Story of How Babies are Made*, Fiona Katauskas
- *Hayden Reece Learns What to do if Children See Private Pictures or Private Movies*, Holly-Ann Martin
- *Someone Should Have Told Me*, Holly-Ann Martin
- *Everyone's Got a Bottom*, Tess Rowley

### Books for upper primary

- *Secret Girls' Business*, Fay Angelo
- *More Secret Girls' Business*, Fay Angelo
- *Secret Boys' Business*, Fay Angelo
- *Girls Stuff: for Girls aged 8–12*, Kaz Cooke
- *The Puberty Book*, Wendy Darvill & Kelsey Powell

### Parent resources

- *The New Puberty*, Amanda Dunn
- *Talk Soon Talk Often: a Guide for Parents for Talking to Their Kids About Sex*, Western Australia Department of Health (PDF document, online)
- [www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au) (sex education: tips for parents)
- [www.raisingchildren.net.au](http://www.raisingchildren.net.au) (sexual development)
- [www.kidsmatter.edu.au](http://www.kidsmatter.edu.au)
- [www.sexedrescue.com](http://www.sexedrescue.com)
- [www.culturereframed.org](http://www.culturereframed.org)

*Please check websites and books are suitable for your child.*

## Tips for talking

Many parents grew up in homes where issues related to puberty and reproduction were rarely discussed and so we often don't have a memory of how best to deal with the topic. Sometimes we are so concerned with 'getting it right', that we avoid or miss the opportunities to talk. Sometimes we wait for our children to ask a question – sometimes they will and sometimes they won't. Talking with your children and letting them see you are open to their questions and concerns means they know they can come to you for advice and support.

When a child asks a question, it means they are ready to know but it doesn't mean they are necessarily ready to know everything about that topic. Listen carefully to their question. You can explore the question together or say to your child you don't know the answer but will get back to them when you have the information you need. It's best not to use this as a tactic to avoid answering – try to always respond as best you can. It can be helpful to ask yourself the question: 'Do I want to give my child information about this or would I rather they ask their friends or search the internet for it?' If you are the person to be giving your child this information, then you are reducing their vulnerability to the influence of others (whether internet or people).

- be 'ask-able'
- think about the 'question behind the question', if you're not sure what they want to know, ask more questions and clarify what they are asking
- answer the question as honestly and simply as possible and try to avoid 'over answering.' It's a normal reaction, when a little anxious to compensate by talking too much and giving too much information about these topics. Remember children will only process what they can understand at that time
- find 'teachable' moments i.e. watching TV together, looking at advertisements etc
- it's okay to feel uncomfortable
- if you don't know how to respond, it's okay to say so. You don't need to know all the answers
- some information is private and personal – you can set boundaries
- age-appropriate books are great
- facts are not enough; share feelings, values and beliefs
- if possible, try to talk about bodies and changes in a non-negative way. We want to reassure them these things are normal
- remember that you are letting your child know that you care about their happiness and well-being
- keep your sense of humour