

PREPARATION FOR PUBERTY (P4P)

Summary and outline of the program

Or for parents/ guardians of students and or students who have missed the Program

My name is Bron Grieve - I am the Community Health Nurse from Community Health (Dhelkaya health, formally known as CHIRP)

One of my roles is to run the program called "Preparation for Puberty", or "P4P", to class 5 and 6 students. The P4P program runs over 5 weeks, with 1 ½ sessions each week.

This outline of the P4P Program is designed for parents and students who may have missed the program and to provide an understanding of the background and the content that is covered in the course.

This document shall provide:

- a Background of the program and why it is in the Education Curriculum
- a Core Summary of what I cover in the 5-week program
- some of the Resources and work sheets used with the students in the program
- a resources List of good websites that may be useful for both you and your child
- my contact details

Background to P4P

With the introduction of the Victorian Essential Learning Standards (VELS) by the Department of Education and Early Childhood Development (DEECD), sexuality education has been identified as an essential and compulsory curriculum component.

Sexuality education is best approached through a shared partnership between schools, parents and community.

It is seen as a lifelong process. 'Sexuality Education' provides sex-positive, accurate and non-judgemental information and opportunities - to explore values, and to build communication and decision-making skills in the many aspects of sexuality.

Schools are already providing many of the elements of sexuality education through programs designed to promote resilience, social skills and information on puberty and the life cycle.

The program uses active learning strategies and is designed to help schools teach the sexuality education components of VELS to class 5 and 6 school aged children.

Preparation for Puberty has easily identifiable goals and outcomes; so that by Year 6, students are able to:

- name the parts of the body and understand how they work
- have practice at talking and asking for help about feelings, relationships and their bodies
- are prepared for puberty
- understand the importance of respect in relationships
- understand how babies are conceived and born.

Outline of Preparation for Puberty Program

Each session is begun by going through a set of rules, a review of the previous week and check ins -The 'rules' include:

- Who it is appropriate to share this information with-not children younger than grade 5 - unless this is OK in your household
- Be Inclusive
- Its ok to feel whatever emotions you may feel
- To have fun
- Always show respect
- No question is a silly question
- Always have the right to pass

Each session also includes:

- *Revision*
- *Question box time* - the students can put anonymous questions into the box of which I go through each week. The question box is left at school and students are encouraged to put questions in it between sessions.
- *Story sharing* - I encourage students to share stories by talking to people they live with about what we have covered in the program.
- *Question Time*

Occasionally I am asked by the school to include more information on other topics – such as consent, body safety, social media, body image or pornography.

Please Note: this program is *not* sex education- its main focus is on *Puberty*- but occasionally these two areas overlap. Students are curious and/or I may see a need to provide some factual information.

Session 1 - Introduction to Puberty and Correct Reproductive Anatomical Terminology

- What is puberty
- Why it is important to learn about Puberty
 - Understanding the changes that will happen to our bodies
- Using the correct terms for our anatomy and their function
- Various Activities (written games/bingo) to help students learning and developing a level of comfort/confidence.

Session 2 - The physical and emotional changes in puberty and menstruation

- *Revision* and encouragement of discussion
- *Viewing of DVD or short videos on the changes in the body*
- *Discussion* following DVD. Including stereotypes, media
- *Menstruation* – physical, emotional explanation and practicalities
- *Various activities* and games

Session 3 – Reproduction: Conception, Pregnancy and Birth

- *Viewing of DVD* “Where did I come from?” or a short video on conception
- *Discussion* following DVD
 - EG’s of Stereo types
 - Questions/ discussions
 - LGBTQIA
 - CONCEPTION
 - BIRTH and BIRTH STORIES
- *Activities* and games to summarise sessions

Session 4 - Body Care and Hygiene. Managing the changes

- *Discussion and Explanation of Personal Hygiene*
- *Activities*
- *Circle Activity* - students form a discussion circle where I show different products that may help the change and experience of students’ bodies during puberty. Emphasis is NOT on the product but on hygiene practices that teenagers may consider e.g. teeth brushing, deodorants etc. There is no emphasis on product or brand choice.
- *Relationship scenarios*- what would you do if...

Session 5 - Relationships, consent, emotions

- *Revision, questions*
- Consent,
- Emotions,
- Bullying, Defining Relationships
- Media
- Body image
- Finding a trusted adult
- *Activities*
- *Recourse hand out*