



Dear Parents/Guardians,

The aim of this lesson is to help children discover their personal strengths so as to be affirmed in them. This is part of building children's self-esteem.

Children are helped to recognise their knowledge, skills and talents in their work and in their play, at home and in school. Praise and encouragement from parents/guardians and teachers gives them a positive self-image and builds their confidence in themselves. This inner confidence contributes to children's feeling of well-being and helps them to form healthy relationships in their lives.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **Look What I Can Do** -

Let's talk about:

What makes you feel special?

What are the things you do well at school/at home?

What things do you like doing?

Or

Let's build a picture, under the heading Look What I Can Do:

Cut out pictures from newspapers and magazines, of people doing things you can do and stick them on a page

Or

Draw a picture, on the back of this page, of yourself doing something you like doing, under the heading Look What I Can Do.





Resource Materials for Relationships and Sexuality Education

Senior Infants

Theme 2

These are My Friends



Home-School Links

Senior Infants 2

These are My Friends

Dear Parents/Guardians,

The aim of this lesson is to help children develop an appreciation of the value of friendship in their lives. As children interact with friends, and share their experiences, they learn more about the world around them. They also come to know themselves better as they begin to see themselves as others see them.

Children learn about the nature of friendship by discussing it at home and in school and also from the examples of friendships in their immediate world. They observe friends talking, sharing, caring, listening, having fun, forgiving, etc.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **These Are My Friends**.

Let's talk about our friends:

Who is your close friend? What makes him/her your close friend?

Do you know who my close friend is? Why do you think that?

Or

Let's think about being friends:

What are the good things friends do for each other?

What happens if good friends have a row/argument/'falling out'?

Or

What would you do if:

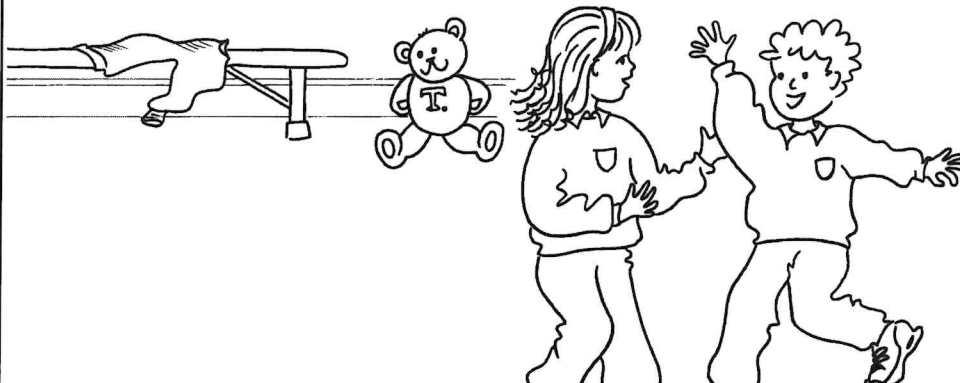
Someone wanted to join in your game with your friend?

Someone was unkind to your friend in the school playground?

Your friend didn't want to play with you some day?

Or

Draw a picture, on the back of this page, of yourself and your friends under the heading **These Are My Friends.**





Dear Parents/Guardians,

The aim of this lesson is to help children learn about the roles of different members of families and to understand how these roles may vary. The family is the first provider of relationships education in the life of the child. Helping children to appreciate their own role in the everyday life of the family, and developing their understanding of other family members' roles, gives them a sense of belonging and a sense of caring and sharing together.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **This is My Family** -

Let's talk about our family -

What do you think is special about our family?

What do you like us to do together as a family?

Would you like to ask me questions about my family life when I was young?

Or

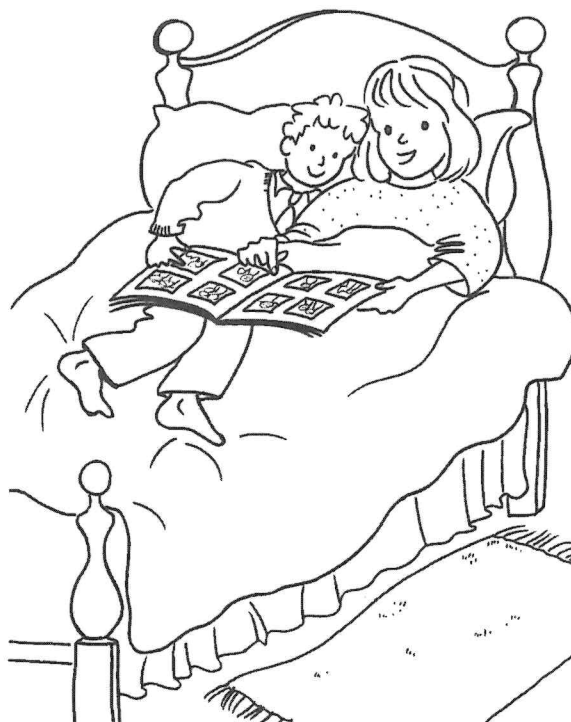
Let's look at the family photos -

Discuss memories of special family occasions in the photographs;

Draw attention to the extended family - relations' names, etc.

Or

Draw a picture, on the back of this page, of everyone in our family under the heading *This Is My Family*. (Some family members may be willing to "pose" while portrait is being drawn).





Home-School Links

Senior Infants 4

I Can Be Safe

Dear Parents/Guardians,

The aim of this lesson is to help children to develop a sense of road safety and to recognise people who help them to be safe on the road. The safety skills which children develop at home and in school, in connection with traffic, water, fire, electricity, etc., are a vital protection for them in everyday situations.

Personal safety skills for children, to protect them against sexual, emotional and physical abuse, are dealt with in the Child Abuse Prevention Programme (CAPP) called 'Stay Safe' which is also part of Social, Personal and Health Education.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **I Can Be Safe** -

Talk about safety in general on the road:

Walking/Cycling/Travelling by bus or car

Looking/Listening/Waiting/Obeying

Or

Discuss playtime:

The games your child likes to play and where s/he plays them.

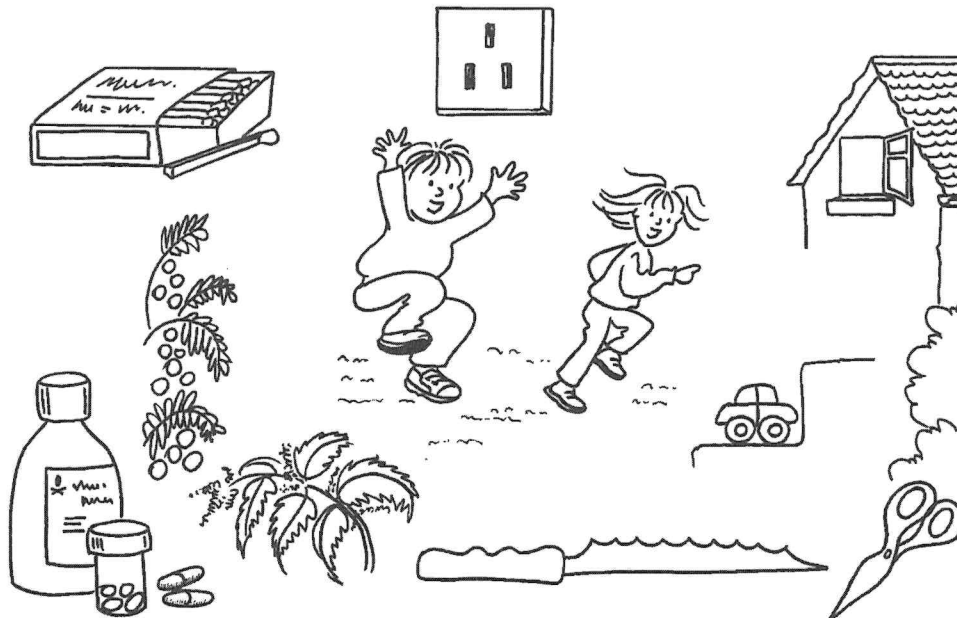
Do you ever play on the road? Is this a good idea? Why?/Why not?

Are there dangerous places to play here in the house? Where are they? (*stairs, roof*). Why are these places dangerous?

Is there anything here at home that would be dangerous to play with? (*e.g. matches, lighters, knives, medicines, electrical equipment*). Why?

Or

Draw a picture, on the back of this page, under the heading **Road Safety**.





Home-School Links Senior Infants 5 Other People Have Feelings Too

Dear Parents,

The aim of this lesson is to help children identify and name feelings which can be experienced and to understand that other people have feelings too. Learning about emotions and feelings is beneficial to the healthy development of the child.

The children are given opportunities to recognise emotions when they listen to stories and talk about the response of characters in various situations. They can name the emotion which is evident in a person's facial expression or body language. Coping skills have to be developed and practised with young children to help them express their emotions in an acceptable manner.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **Other People Have Feelings Too**:

Talk about:

What makes people feel happy/sad/excited/frightened, etc?

What makes you feel happy/sad/excited/frightened, etc?

What makes me feel happy/sad/excited/frightened, etc?

Or

Read a story that illustrates the characters' emotions and discuss it with your child, asking questions such as -

How do you think ... was feeling? Why do you say that?

How would you have felt if you were there? What would you have done?

Did you ever feel like that? What did you do?

Or

What would you say or do if someone was

Happy because s/he had a new bicycle?

Sad because the family's pet dog had died?

Excited because it was his/her birthday?

Angry because someone had broken his/her favourite toy?

Or

Draw a picture, on the back of this page, under the heading

Other People Have Feelings Too





Dear Parents/Guardians,

The aim of this lesson is to help children become aware of human life, in relation to the care of a new-born baby. Their sense of awe and wonder at the simplest experience of new life is refreshing and may awaken in the adults around them an appreciation of new life and the world of nature.

Children have many experiences of new life - springtime; new growth in the garden; new pets at home or new animals on the farm; the arrival of a new baby brother or sister, cousin or neighbour. Opportunities are provided in school for children to appreciate the care and attention which is needed so that the healthy growth of new life may be nurtured.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **Caring for New Life**:

Talk about a new baby:

How often do new babies need to be fed?

What kind of food do you give a new baby?

Where does the milk come from?

Why do babies need 'winding?'

Or

Let's look at new life in the world of nature:

Are there any signs of new life in the garden - what are they?

What are the baby animals you might see on a farm?

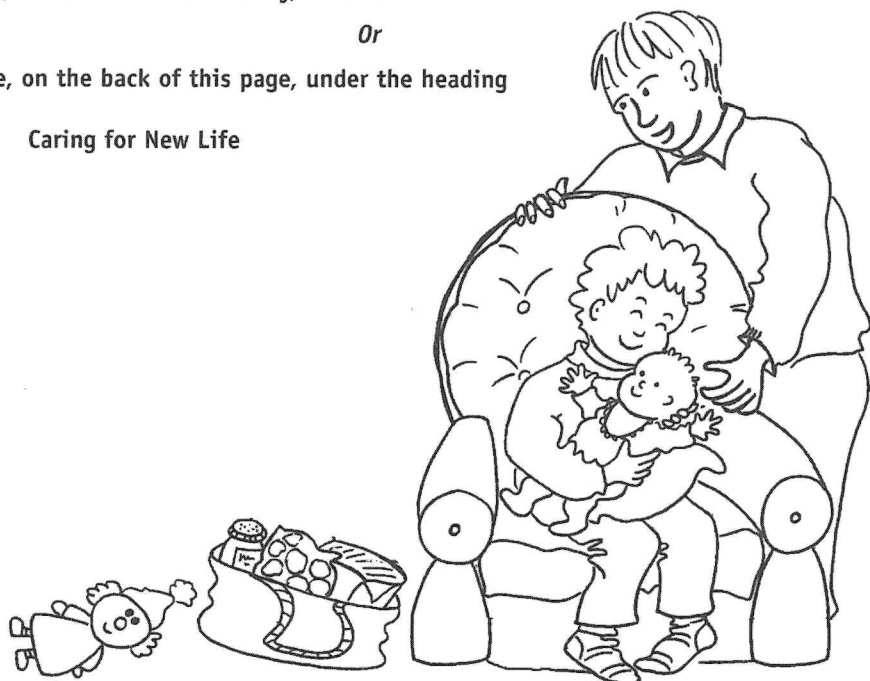
Or

Look at books, at home or in the library, on new life

Or

Draw a picture, on the back of this page, under the heading

Caring for New Life





Home-School Links

Senior Infants 7

My Body

Dear Parents/Guardians,

The aim of this lesson is to help children learn about their bodies and in this context to learn correct names for all parts of the body. Children are usually given “baby” words for their private parts, or they may have learned “slang” terms, but it is recommended that they are given the correct names, as naturally as possible and without undue emphasis or fuss.

Opportunities arise, at home and in school, for parents/guardians and teachers to introduce names for body parts, in the context of hygiene practice, injury, swimming, etc. Teachers are guided in this by the School RSE Policy, drawn up in consultation with parents, teachers and management.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **My Body** -

Talk about Bath-Time -

What is fun about having a bath?

What do you like least about having a bath? Why?

What parts of your body do you wash while you’re having a bath?

What do you do when you get out of the bath?

Or

Talk about Swimming -

What do you like best about going swimming?

What do you like least about going swimming? Why?

Where do you change for swimming?

How would you know the difference between a boy and a girl?

Or

Look at books on **Bed-time/Bath-time/the Seaside** and talk about the pictures, using opportunities that may arise to introduce names for parts of the body, if appropriate.

Or

Talk about A Visit to the Doctor -

How does the doctor find out what is wrong when you are sick?

Would you like to be a doctor? Why/why not?

Would you mind if the doctor examined your ...? Why/why not?





Home-School Links

Senior Infants 8 I Grow and Change

Dear Parents/Guardians,

The aim of this lesson is to help children become aware that growth involves change and that rates of growth are unique for each individual.

Opportunities present themselves, in school and at home, for parents/guardians and teachers to help children become aware of their physical growth and to appreciate that as they grow in size they also grow in many other ways - becoming more independent, looking after their toys, helping in the house, understanding that they cannot have everything they want when they want it, etc.

The following are suggested **Home Activities** for **Parent/Guardians** to undertake with their **children** on the theme **I Grow and Change** -

Discuss with your child what helps him/her to grow strong and healthy and how you can help in relation to

Food/Exercise/Sleep etc.

Or

Ask you child to talk about things s/he can do this year that s/he couldn't do last year -

Button coat/zip jacket/tie shoelaces/butter bread/tidy toys etc.

Or

Together, make a collage of things your child can do, by cutting relevant pictures from newspapers and magazines and pasting them onto a page to make an interesting, attractive picture -

Cycling/walking/washing-up/singing/shaking hands, etc.

Or

Together, make up a short poem or rhyme about your child growing up.





Dear Parents/Guardians,

The aim of this lesson is to help children become aware of factors which influence choices. Living life to the full involves solving problems and making decisions and choices. Trying to solve children's problems, or to resolve their difficulties for them, instils in them the attitude that someone else can always "fix it" and that they themselves are not capable of solving even simple problems without adult help.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **Making Decisions** -

Let's pretend that:

You are playing with your friends. Someone else asks to play.

Will you tell him/her to go away or say it's all right to join in?

If you tell him/her to go away how will s/he feel? How will you feel?

Did anyone ever stop you from joining in a game?

Why should we be friendly towards each other?

Or

Let's talk about what happened today:

**What was the first decision you made when you got up this morning?
Tell me about it.**

**Was there anything you wanted to do today but you decided not to do it?
Tell me about it.**

Or

What would you do if:

You were with two friends in the yard and they started fighting?

You couldn't find the new pencil you brought into school and your friend had one just like it.

You were very hungry after school but the dinner wasn't ready?

You were watching your favourite television programme and you were asked to start your homework?

