WILLIAMSBURG-JAMES CITY COUNTY PUBLIC SCHOOLS

FAMILY LIFE EDUCATION
PARENT RESOURCE GUIDE

Grades
Four and Five

Revised August 2023

Williamsburg-James City County Public Schools
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This information can be viewed online at: www.wjccschools.org
The main purpose of the WJCC (Williamsburg James City County) Family Life program is to ensure the continual development of healthy families in the future. An effective way of insuring this is to help young people grow into responsible, well-informed adults. This guidance should come from parents, schools, clergy, and other members of society working together to provide students an enriched environment for healthy development.

The Family Life Education program is a program led by well-trained teachers, permitting student expression, and encouraging continued parental involvement. The cooperative efforts of the parents, schools, and community will enrich the lives of WJCC children.

This Parent Resource Guide includes an overview of each grade level and some activities that parents and students can do at home. The guide is intended to promote effective communication within the family setting and provide an opportunity for students to ask questions and share concerns they might have.

**HISTORY**

The General Assembly mandated that a Family Life Education program be implemented in all schools in Virginia by the fall of 1989. Local school boards had the option of using the program as adopted by the Virginia Board of Education or developing their own. The Williamsburg-James City County Schools has developed its own program to allow for the greatest amount of community input with the help of the Family Life Education Community Involvement Team, which is currently composed of the individuals listed with the following roles:

- 2 teachers
- 2 school nurses
- 1 school counselor
- 4 school administrators
- 2 members of the clergy
- 10 parents
- 2 community health services professionals

The current purpose of the Family Life Community Involvement Team is threefold:

- To promote community awareness and involvement with the Family Life Program
- To review the alignment of the curriculum to Virginia Code and State Standards
- To provide feedback for the communication plan for the curriculum and opt out procedures.

**OPT-OUT PROCEDURES**

Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction.
The opt-out procedure is as follows:

Parents may exercise the opt-out procedure for any of the entire Family Life Education curriculum. Lesson plans are available for all Family Life Standards of Learning at each grade level. Parents are encouraged to review the lesson plans at each grade level before exercising the opt-out procedure.

Parents will be notified by letter prior to family life instruction within the K-5 classroom or the 6-10 health block. If a parent elects for his/her child not to participate, the opt-out form should be completed and submitted.

**IMPLEMENTATION GUIDELINES**

❖ In grades 4-5, decisions on family life instructors will be made on a school-by-school basis depending on available staff.
❖ Teachers will exercise caution when responding to questions relating to morality.
❖ Only approved instructional materials will be used.
❖ Students with disabilities may receive instruction in Family Life Education. In developing the student's individualized education plan, appropriate content areas will be selected based on the student's age and ability. The classroom teacher will make modifications to the basic content, activities, and teaching resources as needed.
❖ New instructional resources recommended for implementation will be referred to the Family Life Community Involvement Team annually.

All materials are available for parental review online on the WJCC website or at each school.

**FOURTH GRADE**

Factors surrounding child abuse and child neglect are explained with the overall focus on establishing a safety network of adults a child can turn to for help. Electronic harassment is also discussed, and emphasis given to telling someone in their safety network if electronic harassment occurs. Other standards below are taught by a school counselor, physical education teacher, nurse, or general classroom teacher.

**VA SOL 4.2**
The student will identify physical changes that begin to occur during puberty.

**Subject Area:** Family Life  
**Descriptive Statement:**
The individual differences in growth patterns associated with male and female sexual changes are presented. Male characteristics presented include increased width of shoulders, increased length of arms and legs, the pituitary gland that controls the physical growth through hormones, the appearance of pubic and axillary hair, and changes in the voice. Female characteristics presented include increased width and roundness of
hips, development of breasts, the pituitary glands that controls physical growth through hormones, the appearance of pubic and axillary hair, and the onset of the menstrual cycle. Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that this is natural and normal. In addition, the importance of personal hygiene in relation to these bodily changes is discussed.

**VA SOL 4.4**

The student will identify basic human emotions and effective ways of dealing with them.

**Subject Area:** Family Life

**Descriptive Statement**

Emphasis is placed on understanding and dealing with strong emotions, both positive and negative. Students learn how to deal with joy and exuberance, as well as those emotions resulting from loss, rejection, divorce, death, illness, and moving. The student learns to manage appropriate responses to these feelings and to avoid self-destructive behavior.

| Activity | Discuss how you might react to the following situations.
| 1. Your mother is in the hospital. |
| 2. Your best friend is sick. |
| 3. You got a 100% on your spelling test. |
| 4. You hear a loud, strange noise. |
| 5. You did not get what you wanted for your birthday. |

| Things to Think About | 1. People feel differently about different situations. It is helpful to try to understand others’ feelings when different situations occur. |
| 2. How we feel about a situation does not mean we have to outwardly react to it. We might think about our feelings, then decide how we will react to them in the most constructive way. |

| Key Terms | *Feelings* - a state of mind in which joy, sorrow, fear, anger, or similar sensation is felt |
| *Actions* - relates to behavior, conduct |

**VA SOL 4.5**

The student will develop awareness and acceptance of his or her strengths and weaknesses.

**Subject Area:** Family Life

**Descriptive Statement**

This includes accepting personal responsibility for successes and failures, taking pride in successes, and understanding that mistakes can result in positive learning towards success next time.

| Activity | Share a time each of you were especially proud of yourself and explain why. |
Things to Think About

Everyone makes mistakes. We learn from our mistakes.

Key Terms

Mistake - an error in action, thought, or judgment
Responsibility - the effect of a person’s actions

VA SOL 4.6
The student will become aware of the need to assume responsibility within the family and to function effectively as a family member.

Subject Area: Counseling

Descriptive Statement
The focus is on sharing tasks within the family and helping, supporting, and communicating with family members. Special attention is given to appropriate assistance and support for and communication with family members who have physical or mental disabilities.

VA SOL 4.7
The student will describe factors surrounding child abuse and child neglect.

Subject Area: Family Life

Descriptive Statement
The terms child abuse and child neglect (including sexual abuse and electronic harassment) are explained, as well as how to protect oneself and the importance of confiding in a trusted adult, such as a parent, teacher, minister, grandparent, or guardian are discussed.

Activity

Compare loving discipline to cruel or unusual punishment.

Things to Think About

What are some identifying signs of abuse or neglect?

Key Terms

Child Abuse - the physical, emotional, or sexual mistreatment of a child
Child Neglect - when a parent or guardian refuses to provide necessary care for the child
Electronic Harassment/Cyber Bullying - online bullying, which includes sending rude or threatening messages, repeated unwanted messages or pictures, or publishing slanderous information
Personal Privacy/Body Boundaries - areas covered by the bathing suit are private areas of the body that should not be crossed by others
Safety Network - a group of trusted adults that you feel safe and secure talking to and going to for help
**FIFTH GRADE**

The idea of human reproduction is presented in a way that explains the changes during puberty. There is a strong emphasis on the development of a positive self-concept.

**VA SOL 4.1**
The student will be able to identify the human reproductive organs.

**Subject Area:** 5th grade Family Life, 6th grade Family Life

**Descriptive Statement**
Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes.

<table>
<thead>
<tr>
<th>Activity</th>
<th>A simple explanation of the reproductive system. Explain definitions and locations of external genitalia.</th>
</tr>
</thead>
</table>
| Key Terms | **Penis** - external male genitalia  
**Sperm** - male reproductive cell  
**Testicles** - glands in male that produces the sperm  
**Scrotum** - pouch that contains the testicles  
**Vas Deferens** - either of two ducts that allow sperm to pass from the testicles  
**Urethra** - duct by which urine is discharged, and in males through which semen is discharged  
Egg(ova) - the female reproductive cell  
**Ovaries** - pair of organs of a female in which eggs and sex hormones are produced  
**Fallopian tubes** - pair of slender tubes through which ovum (eggs) from ovaries pass to the uterus  
**Uterus** - the organ of the body in which the fetus (baby) is held and is nourished until birth  
**Vaginal opening** - the passage that leads from the uterus to the external genital organs. |

**VA SOL 4.3**
The student will develop an awareness of human fertilization and prenatal development.

**Subject Area:** Family Life

**Descriptive Statement:**
Instruction includes the uniting of the sperm and the egg and the development of the fetus inside the uterus.

**VA SOL 5.2**

Grades: 4-5

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The student will be able to identify the human reproductive organs in relation to the total anatomy.

Subject Area: Family Life

Descriptive Statement
Emphasis is placed on the male reproductive organs: penis, vas deferens, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes. The reproductive organs are explained in relation to total human anatomy.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Parent and child should make up a list of all the changes that happen when someone has a baby. Compare the lists and discuss the changes.</th>
</tr>
</thead>
</table>
| Things to Think About | 1. How are the lists similar/different?  
2. Does your child just focus on physical changes?  
3. Does your child have financial and emotional changes, too? |

Key Terms
- **Penis** - external male genitalia  
- **Sperm** - male reproductive cell  
- **Testicles** - glands in male that produces the sperm  
- **Scrotum** - pouch that contains the testicles  
- **Vas Deferens** - either of two ducts that allow sperm to pass from the testicles  
- **Urethra** - duct by which urine is discharged, and in males through which semen is discharged  
- **Egg(ova)** - the female reproductive cell  
- **Ovaries** - pair of organs of a female in which eggs and sex hormones are produced  
- **Fallopian tubes** - pair of slender tubes through which ovum (eggs) from ovaries pass to the uterus  
- **Uterus** - the organ of the body in which the fetus (baby) is held and is nourished until birth

VA SOL 5.3
The student will explain how human beings reproduce.

Subject Area: Family Life
Descriptive Statement
Instruction includes the uniting of the sperm and the egg and the development of the unborn child inside the uterus. The development of the baby and different stages is illustrated. Emphasis is placed on the consequences of premarital sexual activity. The importance of prenatal care is discussed also, as well as the profound effects of drugs on the mother and developing child.

| Activity | Discuss stages of development of the fetus |
Key Terms

Fertilization – a sperm unites with an ovum (egg)
Sperm- male reproductive cell
Egg(ovum)- female reproductive cell
Fetal development – the physical development of a human embryo from 3 months to birth
Prenatal care – care before birth

VA SOL 5.4
The student will identify physical and emotional changes that begin to occur during puberty and the developing capacity for reproduction.

Subject Area: Family Life
Descriptive Statement
Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and erections, menstruation; instability of emotions, such as mood swings during puberty; development of a positive attitude toward one’s sexuality; and the relationship between changes during puberty and one’s ability to conceive and bear children.

Changes taking place in boys
a. height increase
b. weight gain
c. body hair grows
d. shoulders broaden
e. voice deepens
f. muscle tissue increases

Changes taking place in girls
a. wider hips; smaller waist
b. breasts develop
c. body hair grows
d. height increase
e. weight gain
f. menstruation

Things to Think About
1. The beginning of sexual changes and growth patterns vary from one child to another, and this is normal.
2. Everyone is special and unique, regardless of his or her stage of growth and development.

Key Terms

Puberty - the growth period that leads to sexual maturity; begins during adolescence and continues until a person is capable of reproduction
Hygiene-practices are used in maintaining health through cleanliness.

VA SOL 5.7
The student will describe the effects of personal hygiene on one’s self-concept.

Subject Area: Family Life
Descriptive Statement
Discussion focuses on those bodily changes in puberty that require special attention to cleanliness and their relationship to a positive self-concept and acceptance from peers. Proper use of feminine hygiene products in relationship to cleanliness is included.

Activities
1. Review changes associated with puberty
2. Develop a good hygiene checklist

Key Terms
Hygiene-practices are used in maintaining health through cleanliness.

VA SOL 5.8
The student will recognize the importance of contributing to a constructive group activity.

Subject Area: Counseling
Descriptive Statement
The teacher emphasizes the individual’s contribution to accepting responsibility, how this relates to group success or failure, and how opportunities for leadership may be presented.

Activity
Plan a family outing allowing for all members to have input.

Things to Think About
Where are we going? What will be your responsibilities?

VA SOL 5.9
The student will develop an increased understanding of the roles, duties, and responsibilities of family members.

Subject Area: Counseling
Descriptive Statement
The student can achieve this by defining the traditional and changing roles, duties, and responsibilities of family members; by preparing for the life-long adjustments required for his or her changing roles; and by describing the emotional interactions involved in being a family member. Nontraditional roles of males and females are discussed and options for the lifelong goals of men and women are presented.

Activity
Discuss roles and responsibilities of the student’s family
Discuss the importance of having input into a family decision

Things to Think About
Why is it important to have family activities where all members can participate and enjoy interaction?