

Dear Parents,

We believe that promoting the health and well-being of our pupils is an important part of their overall education. One approach at DBIS we use is through our Learning for Life Programme (LFL). This looks at many topics including all kinds of relationships, physical/emotional health and living in the wider world. The aim of the Learning for Life course is to help our pupils make safe and informed decisions during their school years and beyond.

Relationships and Sexual Education (RSE) is an important part of the LFL course. We teach lessons about RSE across the school throughout different parts of the school year, integrating the concepts where they will correlate meaningfully with the students learning.

The Primary School objectives provide a critical foundation for learners while exploring attitudes to help young people shape their understanding of themselves and their bodies. During Years 3, 4, 5 & 6 we cover different kinds of families, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with different emotions, looking after our bodies as they change and the onset of periods (puberty). All content is progressive and age-appropriate, based on UK PSHE Association and the UNESCO guidelines, which are supported by the Council of International Schools (CIS).

Skills such as communication, listening, refusal, decision-making and negotiation; interpersonal; critical-thinking; building self-awareness; developing empathy; accessing reliable information or services; challenging stigma and discrimination; and advocating for rights are also being explored.

When our children leave the Primary School in Year 6, the following objectives will have been covered. Please see the overview below:

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| Families and people who care for them | Including characteristics of healthy family life, commitment, marriage, different types of relationships and families, and relationships that make them feel unsafe |
| Caring friendships | Including characteristics of friendships, how to repair friendships, managing conflict, and who to trust |

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| Respectful relationships | The importance of respecting the similarities and differences of others, courtesy and manners, self-respect, bullying and cyber-bullying, stereotypes and how they can be negative and destructive |
| Online relationships | Applying the same principles to relationships online and offline, people pretending to be someone they are not, keeping safe online and data sharing |
| Being safe | Appropriate boundaries, privacy, how to recognise and report feeling unsafe or uncomfortable |
| Online and media | Expectations of behaviour online, online risk, appropriate material to share, how to report/manage issues online, the impact of viewing harmful content, material which is a criminal offence, how data is collected and shared |
| Relationships and sexual health | During puberty, hygiene is important to keep one's sexual and reproductive anatomy clean and healthy. Where to get more information, help and advice about growing and changing, especially about puberty |

Due to the sensitive nature of the Relationships and Sexual Education (RSE), below we have shared detailed objectives that will be taught over the course of the year. The forthcoming lessons will be covered in age-appropriate knowledge and understanding:

Families

Key idea: There are many different kinds of families that exist around the world

- ▶ To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- ▶ To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- ▶ To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.

Finding Help and Support

Key idea: Friends, family, teachers and community members can and should help each other

- ▶ describe what is meant by a trusted adult (knowledge);
- ▶ describe specific ways in which people can help each other (knowledge);
- ▶ acknowledge that all people have the right to be protected and supported (attitudinal);
- ▶ demonstrate ways to seek out and ask a trusted adult for help (skill).

Key Idea: About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

Although the Learning for Life curriculum has been taught throughout the academic year, these specific RSE objectives will be taught from Term 2.2 onwards. Pupils will be able to ask questions, which will be answered factually and in an age-appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information. In order for all children to feel confident in asking questions, a teaching approach called the 'Ask it Basket' will be implemented, which allows children to ask questions in a confidential manner. If a child asks a question that is not age-appropriate for classroom discussion, the teacher will quietly suggest to the child that they can ask their parent or carer at home.

Parents can withdraw their children from RSE if they wish to do so. However, we believe that the presentation of sexual images in social and other media make it important that all young people have a place to discuss pressures, check facts and dispel myths. Even if a child is withdrawn, many pupils will discuss such issues with each other outside the classroom – so, rather than hear about the content second-hand, we hope all children will have the opportunity to take part in our carefully planned lessons.

Many parents and parent-related organisations support good quality RSE in school. Parents are the most important educators of young people in personal issues and many welcome the support that school can offer to supplement their home teaching.

You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. If you have any queries about the content of the programme or resources used, please do not hesitate in contacting your child's class teacher.

Further information regarding the content of the progressive RSE curriculum was shared by Jason Broderick, Head of Wellbeing, during an online parent workshop in January. To watch this 30 minute session, please follow this link to the Hub:

<https://hub.dbis.edu.hk/wellbeing/#wellbeing-workshops>

If you wish to enquire further into the curriculum, please feel free to contact Jason directly at jbroderick@dbis.edu.hk.

Best wishes,

A handwritten signature in black ink, appearing to read 'Susan Walter'.

Susan Walter
Head of Primary