

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. For Year 4 this will start in the Summer Term 2021 focusing on age specific objectives.

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:

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

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:

### **The Social Construction of Gender and Gender Norms**

Key idea: It is important to understand the difference between biological sex and gender

Learners will be able to:

- ▶ define gender and biological sex and describe how they are different (knowledge);
- ▶ reflect on how they feel about their biological sex and gender (skill).

Key idea: Families, individuals, peers and communities are sources of information about sex and gender

Learners will be able to:

- ▶ identify sources of information about sex and gender (knowledge);
- ▶ acknowledge that perceptions about sex and gender are influenced by many different sources (attitudinal).

## Communication, Refusal and Negotiation Skills

Key idea: Gender roles can affect communication between people

Learners will be able to:

- ▶ recall examples of gender roles (knowledge).
- ▶ acknowledge that gender roles can affect communication between people (attitudinal)"

Key idea:

- ▶ About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- ▶ To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

During the lessons, 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 sexualised 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](mailto:jbroderick@dbis.edu.hk).

Best wishes,

A handwritten signature in black ink, appearing to read "Susan Walter", written in a cursive style.

Susan Walter  
Head of Primary