

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:

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: Social and cultural norms and religious beliefs are some of the factors which influence

gender roles.

Learners will be able to:

- ▶ define gender roles (knowledge);
- ▶ Identify examples of how social norms, cultural norms, and religious beliefs can influence gender roles (knowledge);
- ▶ acknowledge that many factors impact gender roles (attitudinal);
- ▶ reflect on social, cultural and religious beliefs that impact on how they view gender roles (skill)."

## **Norms and Peer Influence on Sexual Behaviour**

Key idea: Peers can influence decisions and behaviours related to adolescence and sexuality

Learners will be able to:

- ▶ describe positive and negative peer influences on decisions and behaviours related to adolescence and sexuality (knowledge);
- ▶ acknowledge that peers can influence decisions and behaviours related to puberty and sexuality (attitudinal);
- ▶ question the influence of their peers (skill).

Key idea: There are ways to challenge negative peer pressure and accept and promote positive peer influences related to adolescence and sexuality

Learners will be able to:

- ▶ list ways to challenge negative peer pressure and promote positive peer influence related to adolescence and sexuality (knowledge);
- ▶ acknowledge the importance of being able to counter negative peer pressure related to adolescence and sexuality (attitudinal);
- ▶ demonstrate the ability to refuse to do something that they don't want to do (skill);
- ▶ demonstrate ways to accept and promote positive peer influence (skill).

## **Sexual and Reproductive Anatomy and Physiology**

Key idea: Everyone's body has parts involved in one's sexual health and reproduction, and it is common for children to have questions about them

- ▶ To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

## **Puberty**

Key idea: During puberty, hygiene is important to keep one's sexual and reproductive anatomy clean and healthy

- ▶ About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- ▶ About the new opportunities and responsibilities that increasing independence may bring
- ▶ About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

Key idea: Puberty signals changes in a person's reproductive capability

Learners will be able to:

- ▶ describe the process of puberty and the maturation of the sexual and reproductive system (knowledge);
- ▶ list the major physical and emotional changes that take place during puberty (knowledge);

- ▶ demonstrate ways to find credible information about puberty (skill).

## **Body Image**

Key idea: A person's physical appearance does not determine their worth as a human being

Learners will be able to:

- ▶ explain that physical appearance is determined by heredity, environment, and health habits (knowledge);
- ▶ acknowledge that physical appearance does not determine a person's worth as a human being (attitudinal);
- ▶ show acceptance of a variety of physical appearances, including among their peers (attitude)"

## **Values and Sexuality**

Key idea: Values and attitudes imparted to us by families and communities are sources of what we learn about sex and sexuality, and influence our personal behaviour and decision-making

- ▶ To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different from their own
- ▶ How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

The delivery of this learning will commence in Term 3 within our Learning for Life lessons. 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 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](mailto:jbroderick@dbis.edu.hk).

Best wishes,

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

Susan Walter  
Head of Primary