

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 Learning for Life course aims 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 student's 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 the 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 Relationships and Sexual Education (RSE), below we have shared detailed objectives that will be taught this year. Although the Learning for Life curriculum has been taught throughout the academic year, these specific RSE objectives will be taught from Term 3 onwards. The forthcoming lessons will be covered in age-appropriate knowledge and understanding:

Year 3

Key idea: Everyone has the right to decide who can touch their body, where, and in what way

Learners will be able to:

- ▶ describe the meaning of 'body rights' (knowledge);
- ▶ identify which parts of the body are private (knowledge);
- ▶ recognize that everyone has 'body rights' (attitudinal);
- ▶ demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable (e.g. say 'no', 'go away', and talk to a trusted adult) (skill);
- ▶ identify and describe how they would talk to a parent/guardian or trusted adult if they are feeling uncomfortable about being touched (skill).

Key idea: Identity: regardless of their gender

Learners will be able to:

- ▶ learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- ▶ to recognise their individuality and personal qualities
- ▶ to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- ▶ about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

Key idea: Many different kinds of families exist around the world

Learners will be able to:

- ▶ 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, and foster parents); and 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.

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. 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 confidentially. 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 makes 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 to contact your child's class teacher.

Best wishes,

Hannah Tait
Head of EYFS and Primary