

Dear Parents,

At DBIS, we believe that supporting our students' health and well-being is integral to their education. Our Learning for Life Programme (L4L) addresses various aspects of this, including relationships, physical and emotional health, and navigating the wider world. The L4L course aims to equip our pupils with the knowledge and skills to make safe and informed decisions throughout their school years and beyond.

An important component of the L4L course is Relationships and Sexual Education (RSE). RSE topics are taught across the primary school at different points in the year, integrated where they naturally connect with student learning.

Our Primary School RSE objectives lay a crucial foundation by exploring attitudes that help young people develop an understanding of themselves and their bodies. In Years 3 to 6, we cover topics such as different kinds of families, the emotional and physical changes of growing up, similarities and differences between boys and girls, managing emotions, taking care of our changing bodies, and the onset of puberty. All content is age-appropriate and builds progressively, drawing upon guidelines from the UK PSHE Association and UNESCO, which are supported by the Council of International Schools (CIS). The content delivered utilises resources from Jigsaw PSHE alongside a bespoke curriculum developed by the DBIS teaching teams.

We also focus on developing essential skills such as communication, listening, refusal, decision-making, negotiation, interpersonal skills, critical thinking, self-awareness, empathy, accessing reliable information, challenging stigma and discrimination, and advocating for rights.

By the time our children leave Primary School at the end of Year 6, they will have covered the following objectives:

Families and people who care for them: Understanding the characteristics of healthy family life, commitment, marriage, different types of relationships and families, and relationships that make them feel unsafe.

Caring friendships: Understanding the characteristics of friendships, how to repair friendships, managing conflict, and who to trust.

Respectful relationships: Recognising the importance of respecting similarities and differences in others, courtesy and manners, self-respect, bullying and cyber-bullying, and how stereotypes can be negative and destructive.

Online relationships: Applying the same principles of healthy relationships online and offline, understanding the risks of people misrepresenting themselves, staying safe online, and data sharing.

Being safe: Understanding appropriate boundaries, privacy, and how to recognise and report feeling unsafe or uncomfortable.

Online and media: Understanding expectations for online behaviour, online risks, appropriate content to share, how to report and manage online issues, the impact of harmful content, illegal online material, and how data is collected and shared.

Relationships and sexual health: Understanding the importance of hygiene during puberty for maintaining the health of sexual and reproductive anatomy, and knowing where to find reliable information and advice about growing up and puberty. The biological process of reproduction and conception.

Further details about the specific RSE objectives that will be taught this year are provided below. These lessons will be delivered through age-appropriate knowledge, skills, and conceptual understanding:

Year 6

Key idea: It is disrespectful and hurtful to harass or bully anyone based on their social, economic, or health status, ethnicity, race, origin, sexual orientation, gender identity, or other differences.

- Learners will be able to:
 - Explain the meaning of harassment and bullying.
 - Describe why harassing or bullying others is hurtful and disrespectful.
 - Recognise that everyone has a responsibility to speak out against bullying and harassment.
 - Demonstrate ways to counter harassment or bullying.

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.
 - List the major physical and emotional changes that take place during puberty.
 - Demonstrate ways to find credible information about puberty.
 - Identify the external genitalia and internal reproductive organs in males and females and understand how puberty relates to human reproduction.

- Describe the processes of reproduction and birth as part of the human life cycle, including how babies are conceived and born.

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

- Learners will be able to:
 - Describe personal hygiene and sanitation practices.
 - Appreciate the importance of personal hygiene.
 - Apply their understanding of hygiene to a personal plan for staying healthy while growing up.

Key idea: Menstruation is a normal and natural part of a girl's physical development and should not be treated with secrecy or stigma.

- Learners will be able to:
 - Describe the menstrual cycle and identify the various physical symptoms and feelings that girls may experience during this time.
 - Describe how to access, use, and dispose of sanitary pads and other menstrual aids.

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.
 - Recognise the importance of being able to counter negative peer pressure related to adolescence and sexuality.
 - Demonstrate the ability to refuse to do something that they don't want to do.
 - Demonstrate ways to accept and promote positive peer influence.

Key idea: Stereotypes about gender can lead to bias and inequality.

- Learners will be able to:
 - Define stereotypes and biases related to gender.
 - Recognise that gender stereotypes and expectations have a strong influence on how people live their lives, both positively and negatively.
 - Recognise that differences due to gender may lead to exploitation or unequal treatment, especially if people behave differently from the expected norm.
 - Question the fairness of gender roles and demonstrate ways to challenge those practices that are unjust and harmful as a result.

Key idea: It's natural to be curious about sexuality, and important to ask a trusted adult questions

- Learners will be able to:
 - Recognise that it is natural to be curious and have questions about sexuality.
 - Identify a trusted adult with whom they feel comfortable and demonstrate asking questions about sexuality.

While the Learning for Life curriculum is ongoing throughout the academic year, these specific RSE objectives will be taught during Term 3. The delivery of this learning area will also be supported by our Term 3 Discovery Unit, 'How can we have a successful transition?'

During these lessons, pupils will have the opportunity to ask questions, which will be answered factually and in an age-appropriate manner. We will ensure that each pupil's privacy is respected, and no one will be asked to share personal information. To encourage all children to feel comfortable asking questions, we will use an 'Ask it Basket' approach, allowing for anonymous inquiries. If a child asks a question that is not suitable for classroom discussion due to its age-appropriateness, the teacher will privately suggest that they discuss it with their parent or carer at home.

We believe that the prevalence of sexual images in social media and other media underscores the importance of providing all young people with a safe space to discuss pressures, verify information, and dispel myths. Children are likely to discuss such topics with their peers outside the classroom. Therefore, we hope that all children will have the opportunity to participate in our carefully planned lessons rather than hearing about the content second-hand.

Many parents and parent organisations support comprehensive RSE in schools. Parents are the primary educators of their children on personal matters, and many appreciate the support that the school can offer to complement their teaching at home.

You may find that your child begins to ask questions about these topics at home, or you may wish to take this opportunity to discuss these issues with your child before they are covered in school. If you have any questions about the programme content or the resources we will be using, please do not hesitate to contact your child's class teacher.

For further inquiries about the curriculum, please feel free to contact your Head of Year.

Kind regards,

Jessica Hickling - *Head of Wellbeing*