



British International School
of Ljubljana
an Orbital Education School

BISL Relationships and Sex Education (RSE) Policy

Introduction

Our Mission

We provide a **high quality British style international education** in English, balancing tradition and innovation.

We aim to be the internationally recognised, **outstanding educational choice** for families in the region.

Our passion is creating a **positive, safe and nurturing learning environment** in which everyone is valued as individuals, empowering them to be versatile, motivated and caring people.

We will endeavour to **create opportunities** to develop creativity, collaboration and critical thinking skills through an **inclusive and personalised experience**.

Our Values

Excellence - We strive for excellence in everything we do.

Respect - We learn at school by showing respect to everyone in the community

Responsibility - We are engaged, promoting actions and behaviours that support a sustainable future.

Integrity - We are transparent, honest and ethical in all our relationships.

Compassion - We are kind and caring, encouraging everyone to succeed.

Purpose of this Policy

This policy sets out how Relationships and Sex Education will be addressed at BISL and it should be considered in conjunction with, and with reference to:

- BISL Mission, Vision and Values;
- BISL Positive Behaviour Policy;
- BISL Safeguarding and Child Protection Policy;
- BISL Anti-Bullying Policy;
- BISL Online Safety Policy

1. What is Relationship and Sex Education (RSE)

RSE covers the emotional, physical, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. The RSE framework aids children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

Aims

The aims of Relationships and Sex education (RSE) at BISL are to:

- Foster students' well-being and develop the resilience and character that are fundamental to being happy, successful, and productive members of society.
- Provide students with the knowledge, skills and understanding they need to help them make informed decisions about their well-being, health and relationships.
- Enable students to build their self-efficacy, resilience and good judgement, and know when

to ask for help and how to access support.

- Create a positive culture of communication around issues of relationships and provide a safe environment in which sensitive discussions can take place.
- Help students develop feelings of self-respect, confidence and empathy, through promotion of positive behaviour.
- Provide a consistent standard of relations, sex and health education across the school, and ensure that all students are equipped to deal with the RSE curriculum when they transition into secondary school.
- Provide a positive culture around sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.

2. Legal Framework

This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019). The policy must also be applied within the framework of other relevant legislation including the Equality Act 2010.

Health Education and Relationships and Sex Education (RSE) became compulsory for all secondary-age pupils in September 2020. Health Education and Relationships Education is also compulsory for all primary-age pupils. While sex education is not compulsory for primary, with the exception of the elements of sex education contained in the science national curriculum, it is recommended that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the students. This is in response to the need to support children and young people to be safe and healthy in their relationships and improve academic outcomes and their personal and social lives in positive ways. The need for this has become even more imperative in response to the increased risks children and young people may face through online activities.

Dfe Guidance can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf

In Slovenia, RSE falls within the subjects of Humanities (from Year 1-9) and Ethics (Years 5-6), as well as, Biology (Year 8-9) curriculum. Specific sex education is normally delivered at the age of 14/15 by health professionals through regular health checks and educational seminars or workshops at the local health care center.

RS and Health Education Programme in Slovenia

The Slovene National Institute of Public Health (NIJZ) has developed the preventive health programmes for children and adolescents, - ZDAJ (Health for Today and Tomorrow), which includes health education programmes for students in primary, secondary and high school (until the age of 19), parents and educators. The programme is linked to the health goals outlined in the National Programme for Children and Youth in the Republic of Slovenia 2020-2025, which defines that children and adolescents in different environments must have optimal conditions for healthy development, from birth onwards.

The health of children and adolescents, the protection of vulnerable young people, and child- and family-friendly health care are discussed in international documents in the context of protecting children's rights. NIJZ works together with the Ministry of Health and the Ministry of Education and takes into account the guidelines of the European Strategy for the Health and Development of Children and Adolescents in the adoption and implementation of effective interventions for children's health, equal access to quality health services for all children, strengthening the support of the health system to children's health and ensuring community participation in improving children's health. Relationships, Sex and Health Education are included in the ZDAJ programme (see timeline of preventive activities) through:

1. In cooperation with schools, health education providers carry out a series of workshops, lectures and interviews for schoolchildren in primary schools (equivalent to Y1-Y9 in UK education). As a rule, the activity takes place in a group on the premises of the school and is intended for schoolchildren, their parents and professional staff in schools. The health education programme for primary schools includes basic and additional programmes. The basic programme implies the implementation of 2-hour workshops with pre-prepared content (workshops are prepared for each department). The contents of the workshops are: healthy habits, personal hygiene, healthy lifestyle, prevention of injuries, addiction, growing up, positive self-esteem and stress, interpersonal relationships, education for healthy sex). As a rule, workshops are carried out in schools. For the additional programme, the providers agree with the representatives of the school (according to the needs, wishes and possibilities).

2. High school (equivalent to Y10-Y13 in UK education): The purpose of education for the health of children and adolescents is to acquaint students with the importance of a healthy lifestyle and enable them to acquire skills for the development of healthy habits, and to acquaint pedagogical workers and parents with information on professional guidelines in the field of health protection and promotion. In cooperation with schools, health education providers carry out a series of workshops, lectures and interviews for all students in secondary schools. As a rule, the activity takes place in a group at the school and is intended for students, their parents and professionals in schools.

The health education programme for high schools includes the implementation of 2-hour workshops in each department. However, the contractor agrees with the representatives of the secondary school on the content of the workshop. Key content for high school students is cancer prevention, education for healthy sex, interpersonal relationships, addictions, personal hygiene, use of cosmetics, hearing disorders, UV radiation and other content.

3. Delivery of RSE and Health Education curriculum

In BISL, RSE and Health Education are part of a wider framework of Personal, Social, Health and Economic (PSHE) Education, which is taught throughout the school both formally in PSHE lessons, morning Tutor sessions and Assemblies, and informally in a holistic approach as a part of students' moral, social, cultural, mental and physical development. Whilst there are times when specific focus is given to Relationships Education, we believe it should form an intrinsic part of the wider pastoral education the children receive on a day-to-day basis.

RSE and Health Education is also integrated in several national curriculum subjects taught at BISL including, Science, ICT/Computer Science, and P.E. where appropriate.

4. Curriculum

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner so they are fully informed and do not seek answers online.

Relationships Education Statutory Curriculum Content- Primary (Years 1- 6)

Key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for me

Children should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Children should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to physically or verbally aggressive behaviour is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Children should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.

- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
 - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and granting in relationships with friends, peers and adults.

Online relationships

Children should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
 - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
 - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
 - how information and data is shared and used online.

Being safe

Children should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
 - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult and others.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Science Curriculum Content- Primary

The National Curriculum for Science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age, including puberty and reproduction in some plants and animals. The Science curriculum is covered progressively from Year 1- Year 6 through Topic lessons.

In relation to Health Education, students will learn the benefits and importance of daily exercise, personal hygiene, good nutrition and sufficient sleep. In KS2 students will also be taught to recognise the impact of healthy and unhealthy choices on the way their bodies function, and to understand the positive two-way relationship between good physical health and good mental wellbeing. Students are encouraged to make cross-subject links to these areas in lessons including Topic, PSHE and P.E.

The statutory component of Health education which includes teaching key facts about puberty and the changing adolescent body, including physical and emotional changes, is taught in Year 5 as part of the PSHE framework. Students will also learn about menstrual well-being including the key facts about the menstrual cycle and the implications for emotional and physical health. This is to ensure that the male and female students are prepared for changes they and their peers will experience.

Non-Statutory Sex Education in Primary

In Year 5, specific areas of sex education have been selected to be taught in addition to the statutory components outlined above. These include:

- reproduction in humans; for example, the structure and function of the male and female reproductive systems;
- how a baby is conceived, develops and is born (drawing on knowledge of the human life cycle set out in the national curriculum for science);
- the needs of a baby and his/her development in the first year of life.

The Year 5 sex education programme is tailored to the physical and emotional maturity of the pupils and delivered in an age-appropriate manner. The aim is to teach students appropriate vocabulary to describe themselves and their body, to be inclusive and supportive, and to provide a safe space for students to ask questions or voice and worries they may have (e.g. using anonymous questions box), rather than seek information online, which may expose them to inappropriate content. The RSE programme in Year 5 is delivered by the Class Teacher or the PSHE lead, during a selected number of lessons.

Relationship and Sex Education Curriculum – Secondary KS3 and KS4 (Years 7-11)

The RSE at KS3 and KS4 is taught in line with the DfE guidance (the link provided above) and delivered through weekly PSHE sessions alongside a range of other curriculum subjects, including Science, taught by subject specialist teachers.

RSE lessons are set within the wider context of the PSHE curriculum and focus on the emotional, social and cultural development of students, as well as, physical health and mental wellbeing. It also involves learning about relationships, consent, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

As part of the Science national curriculum, students in KS3 will be learning about:

- the physical aspects of development – puberty; menstrual cycle
- harmful microorganisms (bacteria, viruses, fungi) and some diseases they cause
- reproduction in humans: the structure and function of the male and female reproductive organs

- fertilisation of sex cells and gestation period, pregnancy hormones, foetal development and giving birth
- Sexually transmitted infections including HIV/AIDS
- short and long term effects of smoking and various types of drugs: alcohol, caffeine and illegal drugs (heroin, morphine, cocaine, amphetamines)
- balanced diet and individual nutrients; malnutrition and deficiencies.
- effect of lifestyle on our health - increasing the risk of heart attacks and strokes.

As part of the Science national curriculum, students in KS4 will also be learning about:

- how risks of STIs can be reduced through safer sex including through use of contraception etc.
- fertility, IVF and methods to assist reproduction
- knowledge of a sedentary lifestyle and how it increases risk of CHD; how exercise affects heart rate and gas exchange in the lungs
- drugs and alcohol and how they affect the body
- immunity and disease, vaccination and antibiotics
- pathogens and disease, methods of transmission, prevention of infection, vaccines and antibiotics
- how CPR and defibrillators are used to restart/shock the heart, knowledge of ECG and heartbeat rhythms (extended content that is typically taught outside syllabus alongside the circulation and heart topic)

Secondary KS5 (Years 12 and 13)

In KS5, the focus is on practical skills for adulthood, such as transition into KS5 and independent study skills, careers and finance, RSE and wellbeing and health education. This is delivered through weekly assemblies and the Tutor Time including a range of interventions. Students are invited to access materials and discuss amongst themselves and with professionals. Its consistent integration into routine tutorial time supports the pastoral care and personal development of each student as they learn about health and wellbeing, relationships, and living in the wider world.

Students receive university guidance weekly sessions to support with planning of further education and careers. RSE and Health Education are regularly featured in student assemblies. In addition, students attend sessions held by professional speakers, which provide up-to date information, for example, on road safety and driving.

Health Education throughout Secondary is promoted within the P.E, curriculum and after-school programme. For support and advice on specific health-related matters, other school professionals including the school nurse and the wellbeing-trained staff are available.

From KS2 onward, students also cover areas of online-safety through PSHE framework in Primary and the national curriculum for computing in Secondary. These cover areas of e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

RSE does not form part of any formal assessments, however progress is monitored by class teachers/tutors, the Director of Teaching and Learning and the Director of Student Welfare.

6. Roles and responsibilities

6.1. The PSHE lead, Director of Teaching and Learning, and the Principal are responsible for ensuring that RSE is taught consistently across the school. They also:

- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitor this policy on a regular basis and reports to Board on the effectiveness of the policy

6.2 Staff delivering RSE are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Monitoring progress
- Replying to, and answering, student's questions sensitively and openly, to ensure that balanced information is provided and set within a general context.
- Forwarding any concerns arising from RSE sessions (information shared by students) to the designated DSL or senior member of staff.

6.3 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

6.4 Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of students at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy.
- Inform parents about the school's RSHE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSHE related to Sex Education.
- Answer any questions that parents may have about the RSE of their child.
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, we trust that parents will recognise the importance of this aspect of their child's education.

7. Parents requesting to withdraw their child from sex education

As previously stated the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum, as per British and Slovene Education Law.

Parents who wish to withdraw their child from non-statutory components of RSE should approach the Director of Student Welfare or the Director of Teaching and Learning or the Principal. Once the request is made, the request is then in place until the request is withdrawn or unless the Principal considers that the pupil should not be excused.

For students with SEND, there may be exceptional circumstances, where the student's specific needs arising from their SEND will be taken into account when making this decision.

Alternative work will be given to pupils who are withdrawn from sex education and the student will go to another class for the duration of the lesson.

8. Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a student makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a student indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection (DSL) or the Principal as a matter of urgency.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that students' best interests are maintained and try to encourage students to talk to their parents or carers to provide support. If confidentiality must be broken, students are informed first and supported throughout the whole process.

9. Inclusion

Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities and guidelines. Topics are presented using a variety of views and beliefs so that students are able to form their own, informed opinions but also respect others that may have different opinions.

We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

Special Educational Needs- Students with special educational needs will be given the

opportunity to fully participate in RSHE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Sexual Identity and Sexual Orientation - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

PSHE Overview KS1-KS5

	Block 1 (4.5 weeks)	Block 2 (4 weeks)	Block 3 (6 weeks)	Block 4 (4.5 weeks)	Block 5 (6 weeks)	Block 6 (4 weeks)	Block 7 (7 weeks)	
	28th August-27th September	2nd October-27th October	6th November- 15th December	4th January- 2nd February	12th February - 22nd March	2nd April - 26th April	6th May - 21st June	
Accademic Theme	Planning for Tomorrow	The World around us	Better Together	The Working World	Opportunities for Every	Keep it Green, Keep it Clean	Healthy Body, Healthy Mind	
Related Events		October-Black History Month; World Mental Health Day	Anti-Bullying Week (13th-17th Nov); Founder's Day 15th Nov; IGCSE options evening 16th Nov.	Safer Internet Day (7th Feb- during the break)	Pust 13th Feb; Pride Week 19th-23rd Feb); World Book Day 7th March.	Earth Day 22nd April	Sports Day and Mental Health Week 13th-17th May)	
Primary								
KS1 (+EY)	Families+Friendships	Safe Relationships; Consent. Safeguarding (PANTS); Mental Wellbeing.	Respecting Ourselves and Others; Belonging to a Community	Money and Work; W4/5 Media Literacy and digital resilience	Growing and Changing. Physical health and wellbeing.	Belonging to a community- Environment.	Physical Health and Mental Wellbeing. Keeping safe in different environments: first aid .	
KS2	Managing Friendships	Safe Relationships; Consent. Safeguarding (PANTS); Mental Wellbeing.	Respecting Ourselves and Others; Belonging to a Community	Money and Work; W4/5 Media Literacy and digital resilience	Growing and Changing. Physical health and wellbeing. Sex education (Y5)	Y5 RSE continue. Belonging to a community- Environment.	Physical Health and Mental Wellbeing. Keeping safe in different environments: first aid .	
Secondary								
KS3	Personal identity, teamwork, respect. Positive relationships. Peer influence. Managing conflict.	Regulating emotions, hygiene, diet. Mental health, exercise. Whom to go to for help.	Diversity, discrimination. Prejudice and stereotypes. Bullying.	Financial decision-making, digital literacy, online safety. Careers, work experience, further education choices (IGCSE's)	RSE: Body satisfaction and self-concept. Safe/Healthy Relationships. Consent. Sex and the media.	Y7-Y8: Drugs and alcohol Y9 RSE continue; Sexually transmitted infections, contraception.	Careers, equal opportunities, setting goals. Cancer awareness. First aid .	
KS4	Y10: Transition to KS4 and learning skills. Positive relationships. Y11: RSE Part 1: Healthy relationships; assertive communication.	Personal safety; Health promotion, mental health; recognising and responding to abuse (Y11 continue RSE). Domestic violence.	Diversity and discrimination, Social media and body image. Bullying and Cyberbullying.	Money management, fraud and cybercrime. Skills for further employment, and study choices (A-level)	Y10: Drugs and alcohol; RSE Y11: RSE Part 2: Sexual Health, families, parental responsibilities, marriage, contraception etc.	Y10 RSE continued, Y11: Study skills for exams.	Y10: First aid , Preparation for the future/ reflection. Recognising and celebrating success.	
6th Form								
KS5	Transition into KS5; subject choices; study organisation.	Introduction to study skills in preparation for moc exams. Mental Health Day- Wellbeing.	Anti-Bullying week : Road safety and driving (including laws about cycling, rollerblading etc); HIV awareness	Digital Citizenship; Skills for further employment, and study choices - University Guidance, careers guidance	RSE Part 1: safe/ healthy Relationships, , families, parental responsibilities, marriage, laws related to consent ; RSE Part 2: Sexual Health, contraception	Study skills for exams and wellbeing (dealing with stress)	Preparation for the future/ reflection. Recognising and celebrating success.	
	University Guidance weekly session	University Guidance weekly session	University Guidance weekly session	University Guidance weekly session	University Guidance weekly session	University Guidance weekly session	University Guidance weekly session	

Policy Prepared by: Katarina Zelezinger, Director of Student Welfare

Reviewed by: Mel Hitchcocks, Principal and Michael Clack, RHoS January 2024.

Reviewed by Mel Hitchcocks – July 2025.

This policy is to be reviewed annually.