

RELATIONSHIPS AND SEX EDUCATION POLICY (RSE)

The Japanese School



Approved by:

The School
Management
Committee

Date: May 2022

Last reviewed on:

May 2022

Next review due by:

April 2023

Version Number	Modified By	Modifications Made	Date Modified	Status*
1	KN	Initial version	31/03/2021	Final
1.3	KN	Add syllabus	27/04/2021	Final
1.4	KO	Defining Relationships and Sex Education	08/05/2022	Final

Draft, Revised, Final, etc

Contents

1. DEFINING RELATIONSHIPS AND SEX EDUCATION	4
2. AIMS OF RSE.....	4
3. INCLUSION AND DIFFERENTIATED LEARNING	5
4. EQUALITIES OBLIGATIONS.....	5
5. BROAD CONTENT OF RSE	6
6. PARENTS AND CARERS	6
7. BALANCED CURRICULUM	6
8. RESPONSIBILITY FOR TEACHING THE PROGRAMME	6
9. OTHER ROLES AND RESPONSIBILITIES REGARDING RSE	7
10. PSHE/RSE Co-Ordinator	7
11. RELATIONSHIPS TO OTHER POLICIES AND CURRICULUM SUBJECTS.....	7
12. CONTROVERSIAL AND SENSITIVE QUESTIONS.....	8
13. SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK	8
14. CONFIDENTIALITY AND ADVICE.....	8
15. MONITORING AND EVALUATION	8
PSHE & RSE Syllabus.....	9

RELATIONSHIPS AND SEX EDUCATION POLICY

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the School Management Committee in the 1st term 2022. This policy will be reviewed every year by the Headteacher, Deputy Headteacher, RSE Co-ordinator, the Senior Leadership Team (SLT) and staff. The next review date is April 2023.

Dissemination

The policy will be given to all members of the SLT, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents in the school office. Almost all aspects of relationships and sex educations are covered by other subjects such as moral education, PE, home economics and science in the Japanese curriculum. Details of the content of the RSE curriculum are attached to this policy.

1. DEFINING RELATIONSHIPS AND SEX EDUCATION

The DfE guidance states that, “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”¹. This means that they should know what it means to be fully human, to be equipped to manage relationships so that they are healthy and successful and to be enabled to make moral decisions in conscience. The teaching of RSE will aid the development of their knowledge and understanding of themselves as sexual beings.

We will focus on, “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”² This includes the topics of families and of the people who care for the person, caring friendships, respectful relationships, online relationships and being safe.

We expect the school’s relationships, sex and health education curriculum (and wider curriculum) to specifically address sexual harassment, online abuse and sexual violence. The curriculum will also address safeguarding risks (including online risks), issues of consent, and what constitutes a healthy relationship both online and offline. We will also provide effective pastoral support. This includes being alert to factors that increase a child’s vulnerability, or potential vulnerability, such as mental ill health, domestic abuse, having additional needs, and being at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).

2. AIMS OF RSE

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils’ self-esteem

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams, teachers Page 4

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams, teachers Page 19

and self-confidence help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a positive and prudent relationships and sexual education which is compatible with their physical, cognitive, psychological, and spiritual maturity.

To develop in pupils, the following **attitudes and virtues**:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising the importance of marriage and family life;
- recognising and valuing their own sexual identity and that of others;
- fidelity in relationships.

To develop in pupils, the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of each individual's personal commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse, and bullying;
- managing emotions within relationships, and when relationships break down, managing these with confidence, sensitivity, and dignity;
- managing conflict positively and recognising the value of difference;
- cultivating humility, mercy, and compassion;
- learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet, and peer groups, and thus developing the ability to assess pressures and respond appropriately;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;

3. INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RSE is sensitive to the needs of individual pupils in respect to their different abilities, levels of maturity and personal circumstances and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

4. EQUALITIES OBLIGATIONS

The SLT have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, religion,

nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity or sexual orientation or whether they are looked-after children.

5. BROAD CONTENT OF RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

See RSE Curriculum as attached.

6. PARENTS AND CARERS

The details can be seen on the website and discussed at the school if any problem.

Parents have ***the right to withdraw*** their children from Sex Education in lower school except in those elements which are required by the National Curriculum science syllabus . Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher. The school will provide support by providing material for parents to help their children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance below for further details on the right to be excused from sex education (commonly referred to as, 'the right to withdraw').

7. BALANCED CURRICULUM

We will ensure that pupils are offered a balanced programme by providing an RSE curriculum that offers a range of viewpoints on issues.

Pupils will receive clear scientific information and they will cover aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

8. RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the teaching of relationships and sex education programme lies with the staff of various subjects; this will normally include science and physical education.

However, all staff will contribute to the development of pupils' personal and social skills and will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils demonstrating good, healthy, wholesome relationships between each other, other adults and pupils.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always compliment the current programme and never substitute or replace teacher led sessions. All external visitors will be fully vetted and clearly informed about their role and responsibility whilst they are in school delivering a session. All visitors

will have to adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'³.

Health professionals will follow the school's policies using negotiated ground rules and distancing techniques as other teachers would.

9. OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

The SLT

- draw up the RSE policy and well informed to parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g. SEN and the ethos of the school;
- ensure that parents know of their right to withdraw their children;
- establish a link School Management Committee member to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant Japanese Curriculum subjects and the setting of RSE within PSHE.

The Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the SLT, parents, the Local Education Authority (where applicable), and appropriate agencies.

10. PSHE/RSE Co-Ordinator

The co-ordinator with the Headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training *supported by other member of staff with responsibility for child protection*.

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral, and spiritual well-being of their pupils. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

11. RELATIONSHIPS TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (e.g. Anti-Bullying Policy, Child Protection and Safeguarding Policy etc).

³ CES Checklist for External Speakers to Schools, 2016

Pupils with additional needs will receive appropriately differentiated support to enable them to achieve desired outcomes. Teaching methods will be adapted to meet the varying needs of all of pupils.

12. CONTROVERSIAL AND SENSITIVE QUESTIONS

The SLT want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered and be sure that they will be free from bullying or harassment from other children and young people.

There may be sensitive or controversial issues raised by pupils when discussing certain topics in RSE. These may be due to their own experiences or because of the values that they hold. The SLT believe that children are best educated and protected from harm and exploitation when given the opportunities to discuss such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for this discussion.

13. SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's Safeguarding Policy and immediately inform the designated safeguarding lead.

14. CONFIDENTIALITY AND ADVICE

All SLT members, all teachers, all support staff, all parents, and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the RSE programme. Teachers will always help pupils facing personal difficulties. Teachers should explain to pupils that they cannot offer unconditional confidentiality.

15. MONITORING AND EVALUATION

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and/or by discussion with pupils, staff and parents. The results of the evaluation will be reported to these groups of interested parties and their suggestions sought for improvements. The SLT will consider all such evaluations and suggestions before amending the policy. The SLT remain ultimately responsible for the policy.

PSHE & RSE Syllabus

小 1 (Year 1)

健康 Health	部屋の整理・整頓 (Keep my room tidy) 運動 (Physical exercise)	道徳 M.E. 保健体育 P.E.
多様性 Diversity	世界の国の人々 (People from other countries) ぼくとシャオミン (Xiao Ming and I) West Acton Primary との交流 (Visit to/from West Acton Primary)	道徳 M.E.
人間関係 Relationships	お世話になっている人 (Someone who takes care of me) 友だちと仲良く (友だちの良いところ) (With our friends: Find my friends' good points) 家族の役に立つ (Be useful to my family) 挨拶、言葉遣い (Greeting, politeness)	道徳 M.E.
人権 Human Rights	命の大切さ (Importance of Life)	道徳 M.E.
性教育 Sex Education	いのちは見えるよ (You can see a "Life") 赤ちゃんの誕生 (Birth of a baby)	道徳 M.E.
安全 Safety	通学路・公園の安全確認 (Safety on the way to school / in the park or playground) 避難訓練 (Evacuation drill)	生活 Living Environment Studies
その他 Others	MIM : 読みのトレーニング (SEN) お店屋さん (Economics)	

小 2 (Year 2)

健康 Health	運動 (Physical exercise)	保健体育 P.E.
多様性 Diversity	広い世界のたくさんの人たちと (Live with many people in the wider world) スパニッシュ校との交流 (Visit to/from the Spanish School)	道徳 M.E.
人間関係 Relationships	だってお兄ちゃんだもん (Because I am a big brother now)	
人権 Human Rights		
性教育 Sex Education	生き立ち絵本 (Making a picture book: Since I was born)	生活 L.E.S.
安全 Safety	町探検 (Explore the local area) 通学路・公園の安全確認 (Safety on the way to school / in the park or playground) 避難訓練 (Evacuation drill)	生活 L.E.S.
その他	買い物体験 (How to buy things at a shop)	生活 L.E.S.

小 3 (Year 3)

健康 Health	運動 (Physical exercise)	保健体育 P.E.
多様性 Diversity	West Acton Primary との交流 (Visit to/from West Acton Primary)	
人間関係 Relationships	いじめ防止 (Anti-bullying) 思いやりの心 (Empathy with other people) 友だちを信頼する (Trust each other)	道徳 M.E.
人権 Human Rights	思いやりの心 (Empathy with other people) 命の大切さ (Importance of life)	道徳 M.E.
性教育 Sex Education		
安全 Safety	町探検 (Explore our town and draw a map) 避難訓練 (Evacuation drill)	
その他		

小 4 (Year 4)

健康 Health	運動 (Physical exercise)	保健体育 P.E.
多様性 Diversity	West Acton Primary との交流 (Visit to/from West Acton Primary)	
人間関係 Relationships	いじめ防止 (Anti-bullying) 思いやりの心 (Empathy with other people) 友だちを信頼する (Trust each other)	道徳 M.E.
人権 Human Rights	思いやりの心 (Empathy with other people)	道徳 M.E.
性教育 Sex Education	二次性徴について学ぶ (Learn about secondary sex characteristics) 両親へのインタビュー (Interview parents and learn about their birth) 両親への感謝の心 (Thank parents for having and raising them) 二分の一成人式 (10 year-olds: a milestone in life – growing towards future)	保健体育 P.E.
安全 Safety	町探検 (Explore our town and draw a map) 火事や犯罪から身を守る (How to protect ourselves from fires or crimes) 津波の災害 (Tsunami disaster) 避難訓練 (Evacuation drill)	社会 Social Studies
その他		

小 5 (Year 5)

健康 Health	運動 (Physical exercise) 健康的な食事 (Healthy diet) 各シーズンに適した服装 (Appropriate attire for each season)	保健体育 P.E. 家庭科 Home Economics
多様性 Diversity	German School / St Vincent's Primary との交流 (Visit to/from German School / St Vincent's Primary)	
人間関係 Relationships	家族の幸せのために (For the happiness of my family) 友情を深める (For the better friendship)	道徳 M.E.
人権 Human Rights	相手の立場に立って (Empathy with other people) 差別や偏見のない公正な態度 (Fair attitude without prejudice and bias)	道徳 M.E.
性教育 Sex Education	生命の誕生 (Birth of a life)	理科 Science
安全 Safety	避難訓練 (Evacuation drill)	
その他	賢いお金の使い方 (経済) (How to spend money thoughtfully) (Economics) エルガーについて (文化) (Life and music of Elgar) (British culture)	家庭科 Home Economics 音楽 Music

小 6 (Year 6)

健康 Health	運動 (Physical exercise) 病気の予防 (Personal Hygiene: how to prevent diseases) 健康的な食事 (Healthy diet)	保健体育 P.E. 家庭科 Home Economics
多様性 Diversity	French School との交流 (Visit to/from French School) 国際理解 (Global understanding)	社会 Social Studies
人間関係 Relationships	家族の幸せのために (For the happiness of my family) 友情を深める (For the better friendship)	道徳 M.E.
人権 Human Rights	相手の立場に立って (Empathy with other people) 差別や偏見のない公正な態度 (Fair attitude without prejudice and bias)	道徳 M.E.
性教育 Sex Education		
安全 Safety	避難訓練 (Evacuation drill)	
その他	英国の良いところ (What we learn from Britain) ウェールズへの修学旅行 (Trip to Wales: Welsh culture) 感謝の心 (Be thankful to people around me)	総合的な学習の時間 I.S. 道徳 M.E.

中 1 (Year 7)

健康 Health	運動 (Physical exercise) 体の発達 (Growth of organs) 欲求と心の健康 (Desire and healthy mind)	保健体育 P.E.
多様性 Diversity	Claremont School との交流 (Visit to/from Claremont) 国際協力 (Think Globally, Act Locally)	外国語 A English
人間関係 Relationships	異性の尊重 (Respect between male and female genders) シンシュン 西の魔女が死んだ 星の花が降るころに(Reading materials)	保健体育 P.E. 国語 Japanese
人権 Human Rights		
性教育 Sex Education	生殖機能の成熟 (Maturity of reproductive functions) 異性の尊重と性情報への対処 (Respect between male and female genders) (Dealing with sexual information)	保健体育 P.E.
安全 Safety	避難訓練 (Evacuation drill) インターネットの安全性 : SNS (Use the Internet safely: SNS)	道徳 M.E.
その他	宗教(Religions) 帝国戦争博物館訪問 (Visit to the Imperial War Museum)	社会・外国語 A Social Studies English

中 2 (Year 8)

健康 Health	運動 (Physical exercise) 字のない葉書 (Reading material)	保健体育 P.E. 国語 Japanese
多様性 Diversity	シンガポールへの旅行 (A Trip to Singapore) 異なる立場から考える (To think from different aspects)	外国語 A English 国語 Japanese
人間関係 Relationships	アイスプラネット 盆土産 走れメロス(Reading materials)	国語 Japanese
人権 Human Rights		
性教育 Sex Education		
安全 Safety	避難訓練 (Evacuation drill) 犯罪から身を守る (Crimes: Gang culture, knife crime, county line etc)	保健体育 P.E.
その他	職場体験学習 (Job experience) スコットランドへの修学旅行 (Trip to Scotland) グラスゴー大聖堂訪問 (Visit to Glasgow Cathedral) 将来の職業 (Future Jobs)	外国語 A English

中 3 (Year 9)

健康 Health	運動 (Physical exercise) 緊急治療法 (First Aid, CPR, AED) 生活習慣病 (Lifestyle disease: alcohol, smoking, drugs, unhealthy)	保健体育 P.E.
--------------	---	-----------

	diet)	
多様性 Diversity	ロンドン博物館訪問 (Visit to the Museum of London)	総合 I.S.
人間関係 Relationships	故郷 (Reading materials)	国語 Japanese
人権 Human Rights	人権と平等 (Human rights and equality)	社会 Social Studies
性教育 Sex Education	性感染症の予防 (Prevention of sexually transmitted disease) エイズの予防 (Prevention of AIDS)	保健体育 P.E.
安全 Safety	避難訓練 (Evacuation drill) 災害対策 (Be prepared for natural disasters)	外国語 A English
その他	消費者生活と経済 (Consumers and economics) 市場経済 (Market economy) 英国の音楽 (Music in Britain)	社会 Social Studies 音楽 Music

Abbreviations List

M.E. Moral Education

Moral education is aimed at cultivating morality as a foundation for developing Japanese citizens with a proactive attitude who would apply a spirit of respect for human dignity and reverence for life in specific activities at home, school and other social situations, have a generous spirit, respect traditions and culture, love one's country and hometown which have fostered such traditions and culture, create culture with a distinctive character, honour the public spirit, make efforts to develop the democratic society and state, respect other countries, contribute to world peace and the development of the international community and the preservation of the environment, and have an interest in exploring possibilities for the future.

L.E.S. Living Environment Studies

Aims: To help pupils become interested in the relationship between themselves and people around them, society and nature through concrete activities and experiences, and to have them contemplate themselves and their own lives and in the process, to help them acquire basic habits and skills essential for life and develop the foundation for independence.

I.S. Integrated Studies

Aims: To enable pupils / students to think in their own way about life through cross-synthetic studies and inquiry studies, while fostering the qualities and abilities needed to find their own tasks, to learn and think on their own, to make proactive decisions, and to solve problems better. At the same time, enable pupils to acquire the habits of studying and thinking, cultivating their commitment to problem solving and inquiry activities in a proactive, creative and cooperative manner.

C.A. Class Activities

Class Activities are aimed at forming desirable relationships, participating in the creation of a better life in the class and school as a member of the group. At the same time, they should foster autonomous and practical attitudes to solve problems.