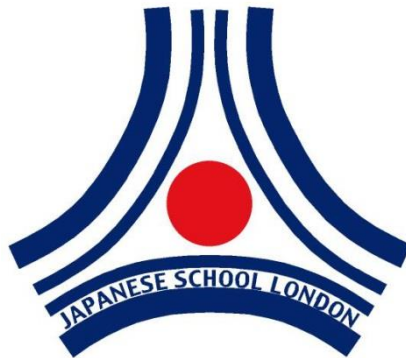


RELATIONSHIPS AND SEX EDUCATION POLICY (RSE)

The Japanese School



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RELATIONSHIPS AND SEX EDUCATION POLICY

Implementation and Review of Policy

Implementation of the policy takes place after consultation with the School Management Committee in September 2025. 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 September 2026.

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. In response to request from parents, the school shall disclose the teaching materials and endeavour to ensure transparency. 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 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 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 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 / 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.

小1 小2/KS1

気持ち（どんな気持ち？どうやって伝える？）	Feelings: how feelings can affect, how to recognize them and the ways of sharing them
助けが必要な時	Recognise when they need help with feelings and know how to ask for help
自分もみんなも個性的でスペシャル	What makes them unique and special
安全管理（日常生活、家、外出先）	How to keep safe at home and in familiar and unfamiliar environments
緊急事態発生時の対応	How to get help in an emergency
体に取り入れるものとその影響	Things people put into their body or on their skin: how they can affect how they feel
自分の人生における周りの人の役割	The roles different people play in our lives
様々なタイプの家族	Different types of families
家庭内での問題や不安な気持ちを相談する	How to get help if something about their family makes them unhappy or worried
傷つけられたりいじめられたりした時の対処法	How to report and get help if they experience hurtful behaviour
下着で覆われている部分はプライベート	Parts of their body covered by underwear are private
知らない大人と安全に関わる	How to respond safely to adults they don't know
やりたくないこと、危険だと感じることをさせられるプレッシャーから身を守る	How to resist pressure to do something they don't want to do and which may make them unsafe
危険や不安を感じる時にどうしたらよいか	What to do if they feel unsafe or worried for themselves or others

小3 小4 小5/KS2

心の健康を維持する方法	The importance of taking care of mental health
感情の変化、感情に与える影響、感情のコントロール	How to manage and respond to feelings appropriately in different situations
自分のアイデンティティについて	Personal identity (e.g. ethnicity, gender, faith, culture, hobbies, likes/dislikes)
生物学的な性別とジェンダーアイデンティティ	People's gender identity and their biological sex
思春期の心と体の変化	Identify the external genitalia and internal reproductive organs and learn how the process of puberty relates to human reproduction

人間の生殖過程	The processes of reproduction and birth
成長と変化についての情報とアドバイス	Where to get information, help and advice about growing and changing, especially about puberty
ソーシャルメディアに関するルール	Regulations and restrictions with reference to social media, films, online gaming, etc
オンラインセーフティ	Keeping safe online
緊急事態の対応（９９９などへの連絡）	How to respond and react in an emergency situation
様々なタイプの人間関係	Different types of relationships (e.g. friendships, family, romantic, online)
恋愛感情（性的指向は人によって違う）	Gender identity and sexual orientation are different
結婚とパートナーシップ	Marriage and civil partnership
様々な家族構成（それぞれが愛に満ちている）	Different types of family structure
家庭内で不安を感じたときにどうしたらよいか	How to seek help if family relationships make them feel unhappy or unsafe
ネット上のコミュニケーションの危険性	Risks of communicating online with others not known face-to-face
プライバシー	Privacy and personal boundaries
相手の同意を求めるべき状況について	Seeking and giving permission (consent) in different situations
身体接触（受け入れられるものと受け入れられないもの）	Different types of physical contact; what is acceptable and unacceptable
他の人に影響を与える行動（含オンライン）	Personal behaviour which can affect other people
自己肯定感の大切さ	The importance of self-respect
人々の相違点、共通点を認識、受け入れる	To listen and respond respectfully to a wide range of people

小6 中1 /KS3

自己肯定感	Self-confidence, self-esteem and wellbeing
精神的健康を維持するために	Managing mental and emotional health
心のケアが必要な時の対処法 （どこに助けを求めることができるか）	How to respond to disappointments and setbacks

医療サービスの受け方	How to access health services
心と体の変化	Changes of bodies and minds
人との関わり方（親子、兄弟、友だち）	Different types of relationships (families, friendships, romantic or intimate relationships)
LGBTQ	Biological sex, gender identity and sexual orientation
友情や愛情の価値観	Develop personal values in friendships, love and sexual relationships
信頼するということ	The importance of trust in relationships
性的魅力や性的関心は人それぞれ	Sexual attraction and sexuality are diverse
メディアによる性の描写とその影響	The portrayal of sex in the media and its influences
同意を求める人が守るべきモラル	Moral and responsibility the seeker of consent has
グルーミング、セクハラ、性的・精神的虐待	Grooming, sexual harassment, sexual and emotional abuse

中2 中3 /KS4

自己肯定感	Self-concept
尊敬する人、ロールモデル	People they respect and their role models
心のケアが必要な時の対処法 （どこに助けを求めることができるか 自殺・自傷予防を含む）	Emotional wellbeing, strategies and skills to access the appropriate sources of help This includes prevention of suicide and self-harm
恋愛感情や恋愛関係とその影響	Types of intimacy and their potential emotional and physical consequences
妊娠と胎児の生育	Healthy pregnancy and development of foetus
生物学的性と性別再割当	Biological gender and gender reassignment
性に関する医療サービス	Ways to access sexual health services
性的魅力の多様性と性的欲求の発達	Diversity in romantic and sexual attraction and developing sexuality
法的に認められた婚姻、パートナーシップ	The importance of stable, committed relationships within legally recognized marriages and partnerships
平等法 2010	The legal rights, responsibilities and protections provided by the Equality Act 2010
ポルノなど性行為の描写の影響	The impact of the portrayal of sex in pornography and other media
友情や愛情に対する自分の価値観	Their own values which influence their decisions and behaviours
オンラインでの人間関係（リスク、責	The opportunities and risks of establishing and

任,ネット上の有害な内容（ポルノ・ミソジニー）、フェイク画像など）	conducting relationships online. This includes harmful contents (porn, misogyny) and deepfake.
同意を求める人が守るべきモラル	The concept of consent in maturing relationships
ドラッグやアルコールの影響	The impact of drugs and alcohol on choices and sexual behaviour
適切な避妊法、予期せぬ妊娠	Appropriate contraception and the physical and emotional impact of unintended pregnancy
子育てのスキル、家庭生活のクオリティ	Parenting skills and qualities for family life
威圧的なコントロールやハラスメントとそれに対応するスキルや適切な援助	The skills and strategies to respond to exploitation, bullying, harassment and control in relationships
身体の安全と暴力	Physical safety and violence. This includes suffocating, stalking etc.
家庭における虐待	Domestic abuse of all kinds, sources of advice and support and how to access them