



RUGBY SCHOOL
JAPAN

Relationships and Sex Education Policy

Version 1.0

Associated guidance and policies

[‘Safeguarding and Child Protection Policy’](#) Equality Act (2010)
[‘Guidelines for Life at Rugby School Japan’](#)
[‘Rugby School Japan Complaints Procedure’](#)
[‘Rugby School Japan Discipline and Rewards Policy’](#)
[‘Rugby School Japan Document Retention Policy’](#)
[‘Rugby School Japan Standard Terms and Conditions \(Parent Contract\)’](#)
[‘Rugby School Japan Pupil Manual’](#)

Key Terms

Relationships and Sex Education (RSE) is:

“Lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.” (DfE, UK)

Relationships Education is:

“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. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.” (DfE, UK)

Introduction and Aims

At Rugby School Japan (RSJ) our belief is that ‘The Whole person is the Whole point’. As a result, we aim to engage our pupils in a broad and rigorous learning experience: offering open and safe spaces for pupils to consider and reflect on their values around relationships as well as developing the attributes necessary for them to be able to navigate an ever-changing world in an assertive and compassionate way.

By the time our pupils leave us, our aim is that they will have developed the dispositions necessary to become empowered and autonomous citizens: a persistently reflective habit, the disposition to think creatively and critically, resilience and resourcefulness in the face of challenge and failure, confidence with collaboration and with stepping out into the intellectual unknown.

Personal, Social, Health and Economic education (PSHE) and the Relationships and Sex Education (RSE) within that, are vital components of this and this is reflected in the fact that all pupils have regular PSHE sessions throughout their time at RSJ.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. All young people today are growing up in an increasingly complex world and live their lives both on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Our aim is to ensure that in this environment young people have the knowledge, skills and attributes needed to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

We also believe that mental wellbeing is central to a young person's success and will enable them to build positive relationships. We know that young people are increasingly experiencing challenges, and that they are at particular risk of feeling isolated. We take a Protective Behaviours approach to our teaching and ascribe to these two themes:

1. We all have the right to feel safe all the time.
2. We can all talk with someone about anything even if it feels awful or small.

The RSE curriculum is part of the PSHE curriculum and will give our pupils the knowledge and capability to take care of themselves and seek support if problems arise. RSE is taught in the wider context of helping to foster pupils' wellbeing and develop resilience and character that we know are fundamental to young people being happy, successful and productive members of an international society. We promote positive personal attributes including kindness, integrity, generosity, and honesty.

The aims of Relationship and Sex Education at RSJ are to:

- Provide a framework in which sensitive discussions can take place
- Support pupils' understanding of puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Promote inclusivity by an awareness and acknowledgement of diversity
- Allow pupils to make informed decisions about sex and relationships and contextualise these within the digital age

Rationale and Ethos

Relationship and Sex Education involves a combination of sharing information and exploring issues and values. Relationship and Sex Education does not promote sexual activity either directly or indirectly. Children learn about sex and relationships from the very youngest age, even if we don't talk about it with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to cars, and celebrities' relationships and lives become everyone's business, we have a duty to talk to our children to help them make sense of it all – both factually and emotionally.

Effective RSE does not encourage early sexual experimentation - it enables young people to develop a mature approach to understanding the reasons for delaying sexual activity until they are ready, and to build up their confidence and self-esteem to counter peer and media, including social media pressure. It allows them to understand the language of consent and how to keep themselves and others safe.

The age at which different topics are covered are in line with the programme builders of the PSHE Association, UK.

Delivery of Relationship and Sex Education (RSE)

The following topics will be covered under Relationships and Sex Education:

- families;
- respectful relationships, including friendships;
- online and media;
- being safe;
- intimate and sexual relationships, including sexual health.

The following topics fall under Health Education:

- mental wellbeing;

- internet safety and harms;
- physical health and fitness;
- healthy eating;
- drugs, alcohol and tobacco;
- health and disease prevention;
- basic first aid;
- the changing adolescent body.

RSE is taught within the PSHE curriculum. Biological aspects of RSE are taught within the science curriculum. Religious perspectives are included in PSHE sessions. PSHE, which includes RSE, is delivered weekly by tutors or internal specialists, as outlined in the scheme of work. In addition, there are some presentations from specialist external speakers (visitors), who deliver content in line with the curriculum.

Across all year groups, pupils will be supported with developing the following skills:

- Communication, including how to develop and manage changing relationships and emotions
- Understanding of human sexuality, including self-esteem and the need for consent
- Recognising and assessing potential risks, to include grooming, radicalisation, female genital mutilation (FGM) and forced marriage
- Understanding the impacts of watching pornography
- Knowledge of the law
- Informed decision-making, including faith perspectives
- Self-respect, empathy and equality for others, including lesbian, gay, bisexual and transgender (LGBT+) issues and the law
- When to seek help and support when required and where to go to do so

RSE/ PSHE Curriculum

The content of the curriculum is based on the guidance in the UK DfE publication Relationships Education, Relationships and Sex education (RSE) and Health Education (June 2019). See Appendix A. The curriculum content can be obtained by contacting the Deputy Principal (Pastoral).

Use of visitors

When appropriate, approved workshop providers may be involved in the delivery of RSE. Visitors delivering educational workshops are accompanied by a member of Rugby School Japan staff at all times.

Pupils with special educational needs

Teaching and resources will be differentiated, as appropriate, to address the needs of these pupils, for them to have full access to the RSE content. Differentiation is conducted in consultation with the Personalised Learning team and Deputy Principal (Pastoral).

Safeguarding and confidentiality

Teachers are made aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a safeguarding/child protection issue. The staff member will report any concerns in line with the School's procedures, using CPOMS to record and report, or by taking immediate action in line with School procedures if a child is at risk of immediate harm. Members of staff understand that they cannot promise confidentiality if concerns exist.

Religion and belief

Our teaching of RSE takes into account the religious background of our pupils.

Request for non-participation

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils, and is mandatory in line with other aspects of the British education provision. We will however respect parental requests for their child to be withdrawn from aspects of relationship and sex education, other than that which is part of the National Curriculum for Science, after discussion with the School.

Parents will then be invited to discuss the request to ensure that their wishes are fully understood. We will clarify the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Parent consultation process

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that RSJ's RSE programme will complement their role and support them in the education of their child regarding sex and relationships. We aim to build a positive relationship with parents and carers through mutual understanding, trust and cooperation.

In promoting this we will:

- Inform parents about the school's RSE policy and practice, allowing reasonable response time to raise concerns
- Answer any questions that parents may have about RSE for their child
- Provide opportunities to understand the delivery of content and resources used in the RSE programme, including parent seminars
- Take seriously any issues or concerns that parents raise
- Keep parents informed of changes to the school RSE policy and RSE curriculum

Please note that, although all parental views are listened to, they do not amount to a power of veto over curriculum content.

Pupil consultation process

The Deputy Principal (Pastoral) gathers feedback from all pupils at key points in the year and responds to those changes where appropriate to ensure full engagement with the RSE and PSHE programme.

Roles and responsibilities

Tutors are responsible for:

- Delivering RSE in a sensitive way, ensuring it is inclusive and age-appropriate
- Maintaining professional boundaries
- Modelling positive attitudes to RSE
- Monitoring discussions and progress
- Answering pupils' questions in an age-appropriate manner
- Passing on any safeguarding concerns to the Designated Safeguarding Lead
- Responding to the needs of individual pupils, including special educational needs and disability pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

The Deputy Principal (Pastoral) is responsible for:

- Compilation of a whole school scheme of work
- Provision of age-appropriate and inclusive RSE resources
- Support of tutors delivering RSE
- Monitoring of RSE delivery

Monitoring and Evaluation

The delivery of RSE is monitored by the Deputy Principal (Pastoral) through the delivery of a curriculum which is in line with the programme builders of the PSHE Association. Pupils' development in RSE is monitored by tutors through discussion. The content is evaluated by pupil feedback forms and teacher feedback.

Appendix A: RSE Spiral Curriculum

We will cover the following content by the end of a pupil's time at Rugby School Japan, as outlined in the DfE guidance. Many of the themes are covered throughout the pupil's time at Rugby School Japan as part of a spiral curriculum. The table below shows where these themes are covered most explicitly.

Relationships									
Theme	Pupils should know	Y7	Y8	Y9	Y10	Y11	Y12	Y13	
Families	That there are different types of committed stable relationships					✓			
	How these relationships might contribute to human happiness and their importance for bringing up children					✓			
	What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony					✓			
	Why marriage is an important relationships choices for many couples and why it must be freely entered into					✓			
	The characteristics and legal status of other types of long-term relationships					✓			
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting	✓	✓				✓		
	How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed	✓	✓	✓	✓	✓	✓	✓	

Respectful Relationships	The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non sexual) types of relationship.	✓	✓	✓	✓	✓	✓	
Theme	Pupils should know	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Respectful Relationships	Practical steps they can take in a range of different contexts to improve or support respectful relationships	✓	✓	✓	✓	✓	✓	
	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)	✓	✓	✓	✓		✓	✓
	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 people in positions of authority and due tolerance of other people's beliefs	✓	✓	✓	✓	✓	✓	✓
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help			✓	✓			
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control (link to domestic abuse and peer on peer abuse)				✓	✓	✓	
	What constitutes sexual harassment and sexual violence and why these are always unacceptable				✓	✓	✓	
	The legal rights and responsibilities regarding equality, and that everyone is unique and equal			✓	✓			✓

Online and Media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online			✓	✓		✓	
	About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising materials placed online			✓	✓		✓	
	Not to provide material to others that they would not want shared further and not to share personal materials which is sent to them			✓	✓		✓	
Theme	Pupils should know	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Online and Media	What to do and where to get support to report material or manage issues online			✓	✓		✓	
	The impact of viewing harmful content	✓	✓		✓	✓	✓	
	That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners				✓	✓		
Being Safe	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail				✓			
	How information and data is generated, collected, shared and used online			✓		✓		✓
	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, peer on peer abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships			✓	✓	✓	✓	

	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)			✓	✓	✓	✓	
Intimate and sexual relationships including sexual health	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship				✓	✓	✓	
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing				✓	✓	✓	
	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause				✓ Biolo gy	✓		
Theme	Pupils should know	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Intimate and sexual relationship including sexual health	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, peer on peer abuse, resisting pressure and not pressurising others			✓	✓		✓	
	That they have a choice to delay sex or to enjoy intimacy without sex				✓			
	The facts about the full range of contraceptive choices, efficacy and options available				✓		✓	
	The facts about pregnancy including miscarriage					✓		
	That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)					✓		

	How the different sexually transmitted infections (STIs), including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of, and facts about, testing				✓		✓	
	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment				✓		✓	
	How the use of alcohol and drugs can lead to risky sexual behaviour				✓	✓	✓	
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment				✓	✓	✓	
Mental Health	How to talk about their emotions accurately and sensitively, using appropriate vocabulary	✓	✓	✓	✓	✓	✓	
	That happiness is linked to being connected to others			✓	✓		✓	
	How to recognise the early signs of mental wellbeing concerns			✓	✓		✓	
Theme	Pupils should know			<i>Y9</i>	<i>Y10</i>	<i>Y11</i>	<i>Y12</i>	<i>Y13</i>
Mental Health	Common types of mental ill health (e.g. anxiety and depression)			✓	✓			
	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health			✓	✓		✓	
	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	✓	✓	✓	✓	✓	✓	
Impact of Online Activity	The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic			✓	✓	✓	✓	✓

	expectations for body image), how people may curate a specific image for their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online							
	How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours			✓	✓	✓	✓	
Physical Activity & Health	The positive associations between physical activity and promotion of wellbeing, including as an approach to combat stress	✓	✓	✓	✓	✓	✓	
	The characteristics and evidence of what constitutes a healthy lifestyle, maintaining and healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health			✓	✓	✓	✓	
	About the science relating to blood, organ and stem cell donation.				✓	✓		

Theme	Pupils should know	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Healthy Eating	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer			✓	✓	✓	✓	
Drugs, Alcohol & Tobacco	The facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions			✓	✓	✓	✓	✓
	The law relating to the supply and possession of illegal substances				✓	✓	✓	
	The physical and psychological risks associated with alcohol				✓		✓	

	consumption in adulthood							
	The physical and psychological consequences of addiction, including alcohol dependency			✓	✓		✓	
	Awareness of the dangers of drugs which are prescribed but still present serious health risks				✓			
	The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so			✓				
Health & Disease Prevention	About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics			✓				
	About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist			✓				
	Understanding the benefits of regular self-examination and screening for breast and testicular cancers				✓			✓
	The facts and science relating to immunisation and vaccination				✓			
	The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn	✓	✓	✓	✓	✓	✓	
Theme	Pupils should know	<i>Y7</i>	<i>Y8</i>	<i>Y9</i>	<i>Y10</i>	<i>Y11</i>	<i>Y12</i>	<i>Y13</i>
Basic Aid	Basic treatment for common injuries							
	Life-saving skills, including how to administer CPR							
	The purpose of defibrillators and when one might be needed							
Changing body and Physical Health	Key facts about puberty, the changing adolescent body and menstrual wellbeing	✓	✓	✓	✓			✓

	The main changes which take place in males and females, and the implications for emotional and physical health	✓	✓	✓	✓			
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This policy has regard to:

- The ISI Handbook for the Inspection of Schools Commentary on the Regulatory Requirements (September 2020)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education – statutory guidance: <http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- Keeping Children Safe in Education 2022 - statutory guidance
- Respectful School Communities: Self Review and Signposting Tool - a tool to support a whole school approach that promotes respect and discipline
- Behaviour and Discipline in Schools - advice for schools, including advice for appropriate behaviour between pupils
- Equality Act 2010 and Equality Act 2010: advice for schools
- SEND code of practice: 0 to 25 years - statutory guidance
- Alternative Provision - statutory guidance
- Mental Health and Behaviour in Schools - advice for schools
- Preventing and Tackling Bullying - advice for schools, including advice on cyberbullying
- Sexual violence and sexual harassment between children in schools - advice for schools
- The Equality and Human Rights Commission Advice and Guidance - provides advice on avoiding discrimination in a variety of educational contexts
- Promoting Fundamental British Values as part of SMSC in schools - guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools - guidance for independent schools on how they should support pupils’ spiritual, moral, social and cultural development
- National Citizen Service - guidance for schools