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BST Sex and Relationships Education Policy

The British School in Tokyo
School Policy Document

BST Sex and Relationships Education Policy

Introduction:

'SRE is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect 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 2000.

Aims:

Through high quality learning and teaching, BST aims to

- Provide opportunities for students to have discussions about family life and a child's place within a secure, loving relationship
- Provide students with accurate information to support the development of knowledge and understanding
- Reduce anxieties, misunderstandings and confusion
- Promote sensitive and caring personal relationships
- Encourage reflection on personal and social values
- Encourage respect and consideration for others
- Increase awareness of all consequences of behaviour

Organisation and planning:

In the Primary School and Secondary School

SRE is taught in units of work within the PHSE and science curriculum throughout the school.

Age-appropriate activities which cover this area of study are included in the following year group units of work:

| Year group | Unit of work | Unit overview |
|------------|------------------------------|--|
| Reception | Changes | A unit which develops an understanding of the students' life changes since birth. |
| Year 1 | Me and My Relationships | A unit which promotes an understanding of our important relationships and how to develop new friendships. |
| Year 2 | Family and Friendships | A unit which develops an understanding of the difference in family make-ups and friendships and how these can change. |
| Year 3 | Change | A unit which develops an awareness of different types of relationships including marriage and how to be effective within them. |
| Year 4 | Friendships and Bullying | A unit which deepens the understanding of the emotional issues involved in developing stable and nurturing friendships and how to avoid / deal with conflict and relationship problems. |
| Year 5 | Growing Up and Relationships | A unit that promotes the importance of stable and loving relationships and teaches about sexual relationships. Some sessions are taught in gender groups to facilitate sensitive question and answer sessions. |

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|---------|---------|--|
| Year 7 | Science | A unit that reviews the teaching of reproduction of plants and animals including human beings. The physical, emotional and psychological changes related to puberty are also reviewed. |
| Year 7 | PSHCE | A unit that promotes the importance of stable and loving relationships and includes discussion about sexual relationships. |
| Year 8 | Science | A unit which further develops an understanding of human reproduction |
| Year 8 | PSHCE | A unit that promotes the importance of stable and loving relationships and includes discussion about sexual relationships. |
| Year 9 | Science | A unit which deepens the understanding of hormones, contraception, IVF and different types of reproduction. |
| Year 9 | PSHCE | A unit which explores the importance of relationships and the impact of pregnancy on an adult's life and future responsibilities. |
| Year 10 | Science | A unit which develops an understanding of the cellular aspects of sexual reproduction. |
| Year 10 | PSHCE | A unit which explores the importance of stable, loving relationships including same sex relationships. |
| Year 11 | Science | A unit which investigates further understanding of IVF treatments. |
| Year 11 | PSHCE | A unit that explores the impact of teenage pregnancy, the related responsibilities and life changes. |

Monitoring and review:

The Primary PHSE coordinator is responsible for the implementation, coordination, delivery and monitoring of the Sex and Relationships Education programme.

The Secondary phase leaders are responsible for the coordination and development of the PSHCE curriculum which includes SRE. It is monitored by tutors, with the aid of the school nurses and other teachers if required. Monitoring is undertaken by phase leaders and the deputy head, who is responsible for the secondary school's pastoral provision.

The science curriculum includes elements of SRE. This is delivered by science teachers and monitored by the Faculty leaders and the Head of Curriculum.



Paul Tough
Principal