PSHE & RSE Policy (England)

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1. INTRODUCTION

1.1 At OneSchool Global UK, we are committed to supporting the academic, personal, social and emotional development of all pupils. Our PSHE and RSE provision plays a central role in enabling pupils to develop the knowledge, skills and values needed to lead safe, healthy and responsible lives.

1.2 Relationships and Sex Education (RSE) is a core component of safeguarding and personal development. It equips pupils with the understanding required to:

1.2.1 Form and maintain healthy relationships.

1.2.2 Recognise risk and harm.

1.2.3 Understand personal boundaries and consent.

1.2.4 Access support when needed.

1.3 The delivery of RSE is informed by the campus's ethos and values; however, all statutory content is taught in full and in line with legal requirements.

1.4 This policy reflects the campus's commitment to delivering a high-quality, inclusive and safeguarding-led curriculum, preparing pupils for life in modern Britain.

1.5 We have high expectations of our children and strive to ensure that every child achieves academically, socially, and personally.

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2. STATUTORY FRAMEWORK

2.1 This policy is written in accordance with the following legislation and statutory guidance:

2.1.1 Children and Social Work Act 2017 (RSE statutory status).

2.1.2 DfE Relationships, Sex and Health Education Guidance (statutory, implemented Sept 2026).

2.1.3 Keeping Children Safe in Education (KCSIE) 2026.

2.1.4 Equality Act 2010.

2.1.5 Independent School Standards Regulations 2014.

2.1.6 Online Safety Act 2023.

2.1.7 SEND Code of Practice (2015).

3. PURPOSE

3.1 The purpose of this policy is to:

3.1.1 Set out how PSHE and RSE are delivered across all OSG UK campuses.

3.1.2 Ensure statutory compliance with RSE requirements.

3.1.3 Provide clarity to staff, parents and governors.

3.1.4 Outline roles and responsibilities for delivery and oversight.

3.1.5 Ensure RSE is delivered in a way that is age-appropriate, inclusive, evidence-informed and culturally respectful.

3.2 The policy ensures pupils are supported to:

3.2.1 Build positive and respectful relationships.

3.2.2 Understand consent and personal boundaries.

3.2.3 Recognise risk, abuse and exploitation.

3.2.4 Develop resilience and informed decision-making skills.

3.2.5 Seek help confidently and appropriately.

4. CURRICULUM PRINCIPLES

4.1 PSHE and RSE at OSG UK is underpinned by the following principles:

4.1.1 Safeguarding comes first. We prioritise pupil safety, welfare and protection.

4.2 All content is:

4.2.1 Age-appropriate and carefully sequenced in line with developmental stage.

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4.2.2 Fully inclusive, accessible to all pupils, including those with SEND.

4.2.3 Factually accurate, based on reliable, evidence-informed content.

4.2.4 Respectful, promoting dignity, tolerance and respect for others.

4.2.5 Non-ideological: enabling pupils to understand law and develop critical thinking.

4.2.6 Staff are trauma-informed: recognising a pupil's lived experiences and vulnerabilities.

5. DEFINITIONS

Term	Definition
PSHE	Personal, Social & Health Education
RSE	Relationships and Sex Education
RE	Relationships Education
SE	Sex Education
PLT	Primary Lead Teacher
DSL	Designated Safeguarding Lead
OSGAware	OSGAware is OneSchool Global's in-house safeguarding program delivered to all Primary and Secondary students. Through interactive workshops, it equips students with essential personal safety skills - helping them build healthy relationships, navigate online risks, and confidently respond to unsafe situations. Developed in line with our ethos and educational requirements, and approved by the OSG Board, OSGAware ensures every student is empowered and protected.

6. SAFEGUARDING

6.1 RSE is a critical component of the campus safeguarding framework and supports pupils in understanding, recognising and responding to risk.

6.2 The curriculum is designed in line with KCSIE 2026 and contributes to the prevention and early identification of:

6.2.1 Abuse and neglect.

6.2.2 Child-on-child abuse.

6.2.3 Sexual violence and sexual harassment.

6.2.4 Harmful sexual behaviour.

6.2.5 Exploitation (including criminal and sexual exploitation).

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6.2.6 Online harm and coercion.

6.3 Through RSE, pupils are taught to:

6.3.1 Understand healthy and unhealthy relationships.

6.3.2 Recognise coercion, manipulation and abuse.

6.3.3 Understand the concept of consent.

6.3.4 Identify unsafe situations and seek help.

6.3.5 Report concerns confidently.

6.4 Safeguarding practice in RSE delivery:

6.4.1 Staff understand that RSE sessions may lead to disclosures.

6.4.2 All concerns are managed in line with the safeguarding & child protection policy.

6.4.3 Staff must not offer confidentiality and must report concerns to the Designated Safeguarding Lead (DSL).

6.4.4 Safeguarding concerns are recorded in line with campus safeguarding processes.

6.5 The Designated Safeguarding Lead (DSL) provides oversight of safeguarding themes arising from RSE and ensures curriculum content is responsive to emerging risks within the campus community.

7. CURRICULUM

7.1 The PSHE and RSE curriculum at OSG UK is fully aligned to statutory Relationships Education, Relationships and Sex Education (RSE), and Health Education requirements (DfE, 2026).

7.2 PSHE

7.2.1 PSHE provides the broader framework within which RSE is delivered and supports pupils' development in three key domains:

7.2.1.1 Health and wellbeing.

7.2.1.2 Relationships.

7.2.1.3 Living in the wider world.

7.2.1.4 The curriculum is designed to:

7.2.1.5 Promote pupils' spiritual, moral, social and cultural development.

7.2.1.6 Prepare pupils for the opportunities, responsibilities and experiences of later life.

7.2.1.7 Support pupils to develop resilience, independence and critical thinking.

7.2.2 Teaching is:

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7.2.2.1 Planned through a sequenced programme of learning.

7.2.2.2 Adapted to reflect local safeguarding themes and pupil need.

7.2.2.3 Delivered through PSHE lessons, OSGAware, and wider curriculum opportunities.

7.2.2.4 All teaching is factually accurate, balanced and non-ideological, enabling pupils to understand the law and develop informed perspectives.

7.3 RSE

7.3.1 The RSE curriculum is sequential and builds progressively from Primary through Secondary.

7.4 Primary

7.4.1 In Primary, the focus is 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.

7.4.2 This includes the topics of:

7.4.2.1 Families and the people of who care for me.

7.4.2.2 Caring friendships.

7.4.2.3 Respectful relationships.

7.4.2.4 Online relationships.

7.4.2.5 Being safe.

7.4.2.6 Physical health and mental wellbeing.

7.5 Sex Education in Primary

7.5.1 In line with statutory guidance:

7.5.1.1 Sex education is not routinely taught in the Primary phase.

7.5.1.2 Content is limited to that required within the National Curriculum for Science.

7.5.1.3 It is age-appropriate and developmentally sensitive.

7.6 Health Education in Primary

7.6.1 The Primary curriculum includes the following topics in order to educate students on healthy and safe lifestyles:

7.6.1.1 Recognising emotions and knowing how to seek help.

7.6.1.2 Making healthy choices around diet, exercise and hygiene.

7.6.1.3 Understanding harmful substances and staying safe.

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7.6.1.4 Keeping clean and preventing illness.

7.6.1.5 Knowing how to get help in an emergency.

7.6.1.6 Understanding body changes during growing up.

7.6.1.7 Recognising risk and staying safe in different situations.

7.6.1.8 Making safe and sensible choices.

7.7 Secondary

7.7.1 In the Secondary phase, Relationships and Sex Education builds on the foundations established in primary education and provides pupils with the knowledge and skills required to develop healthy, respectful and safe relationships.

7.7.2 It enables pupils to:

7.7.2.1 Understand the characteristics of healthy, respectful and committed relationships, including friendships, intimate relationships and marriage or long-term partnerships.

7.7.2.2 Recognise unhealthy, coercive or abusive behaviours, including peer-on-peer abuse, sexual harassment and exploitation.

7.7.2.3 Understand the importance of personal boundaries and consent, including how to give, refuse or withdraw consent in an age-appropriate context.

7.7.2.4 Develop the confidence to resist pressure, including pressure related to sexual activity, relationships or online interactions.

7.7.2.5 Understand sexual health, including contraception, sexually transmitted infections, and how to access appropriate advice and support.

7.7.3 In both Primary and Secondary, the curriculum also addresses relationships in a digital context, ensuring that pupils understand:

7.7.3.1 The risks associated with sharing images or personal information online.

7.7.3.2 The impact of social media and digital communication on relationships.

7.7.3.3 How to recognise and respond to online coercion, manipulation or exploitation.

7.7.3.4 How to seek help and report concerns.

7.8 Health Education in Secondary

7.8.1 The Secondary curriculum includes the following topics in order to educate students on healthy and safe lifestyles:

7.8.1.1 The risks on smoking, drugs, alcohol and vaping.

7.8.1.2 The importance of dental care and hygiene.

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7.8.1.3 The importance of a healthy lifestyles including diet and exercise.

7.8.1.4 Information on women's health and development and where to seek support.

7.8.1.5 Recognise the risks in certain environments, including water, railways and unfamiliar social or work settings.

7.8.2 This content is delivered in a structured and progressive way, ensuring that it is age-appropriate, inclusive, and aligned with safeguarding expectations. The topics will be delivered through PSHE, Science lessons and OSGAware.

8. ONLINE SAFETY - ALL YEARS

8.1 In line with the Online Safety Act 2023 and safeguarding expectations, the curriculum includes explicit teaching on online relationships and digital safety.

8.2 This includes explicit teaching about online risks such as sharing images, digital coercion, online exploitation, and the influence of social media on relationships.

8.3 Pupils are taught to:

8.3.1 Develop safe and respectful online behaviours.

8.3.2 Understand risks associated with sharing images and personal information.

8.3.3 Recognise online coercion, manipulation and exploitation.

8.3.4 Understand the impact of digital content, including social media and peer influence.

8.3.5 Know how to report concerns and seek help.

8.4 The curriculum explicitly addresses emerging risks including artificial intelligence (ai), deepfake content, the influence of online misogyny and harmful online cultures, and the impact of pornography on relationships and expectations.

8.5 This content is reinforced throughout subjects including within PSHE, OSGAware and Digital Citizenship.

8.6 OSGUK Colchester Campus adopts a whole-school approach to online safety, including filtering and monitoring systems, staff training, and safeguarding oversight, in line with the Online Safety Act 2023.

9. EQUALITY & INCLUSION

9.1 OneSchool Global UK COLCHESTER CAMPUS Is committed to ensuring that PSHE and RSE is accessible to all pupils, including those with special educational needs and disabilities (SEND).

9.2 In line with the Equality Act 2010 and SEND Code of Practice (2015):

9.2.1 All pupils have the right to access the full curriculum.

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9.2.2 Teaching is adapted to meet individual needs.

9.2.3 Key safeguarding concepts (e.g. Consent, boundaries, risk) are made explicit and reinforced.

9.3 Adaptations may include:

9.3.1 Differentiated delivery and resources.

9.3.2 Repetition and reinforcement of key messages.

9.3.3 Use of visual and structured approaches.

9.3.4 Additional adult support where appropriate.

9.4 The campus recognises that pupils with send may be more vulnerable to exploitation and therefore ensures that RSE:

9.4.1 Is clear, explicit and practical.

9.4.2 Supports independence and safety.

9.4.3 Reinforces understanding over time.

9.4.4 RSE is not withdrawn as part of alternative provision.

10. PARENTAL ENGAGEMENT AND RIGHT TO WITHDRAW

10.1 OSG UK recognises that parents and carers are the primary educators of their children and is committed to working in partnership to deliver an effective PSHE and RSE curriculum.

10.2 The campus will:

10.2.1 Provide clear information to parents about curriculum content and sequencing.

10.2.2 Make this policy publicly available.

10.2.3 Offer opportunities for parents to review curriculum materials.

10.2.4 Consult parents on the development and review of the RSE programme at appropriate intervals.

10.2.5 Provide guidance to support conversations at home.

10.2.6 Parents are informed in advance when more sensitive aspects of RSE are taught.

11. RIGHT TO WITHDRAW

11.1 Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.

11.2 However, there is no right to withdraw from:

11.2.1 Relationships Education (Primary or Secondary).

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11.2.2 Health Education.

11.2.3 National Curriculum Science.

11.3 Where a parent requests withdrawal:

11.3.1 The campus will discuss the request with the parent and, where appropriate, the pupil.

11.3.2 The campus will seek to ensure parents are fully informed before confirming the decision.

11.3.3 Alternative, appropriate supervised provision will be provided.

11.3.4 In line with statutory guidance, a pupil may opt into sex education during the three terms before they turn 16, even if previously withdrawn.

12. PUPIL VOICE

12.1 We actively seek pupil feedback to ensure lessons are engaging, relevant, and inclusive. Pupils' views are gathered through class discussions, surveys, and question boxes. While we value all contributions, hurtful or discriminatory views are challenged in line with our commitment to respect, inclusion, and equality.

12.2 Feedback is collected from secondary students at the end of every OSGAware workshop, and this is used to identify any gaps in understanding that may need to be addressed. This is collected and analysed by the Campus DSL.

12.3 Feedback is collected from Primary students at the end of OSGAware and is used to identify any gaps in understanding that may need to be addressed. This is analysed by the PLT.

12.4 Feedback from secondary PSHE lessons is collected via assessment of Learning tests and self-reflection forms. The campus PSHE Lead should oversee the completion of these to ensure learning and understanding is taking place.

12.5 The RSE programme will be evaluated regularly in accordance with the whole school policy review cycle. This will include lesson observations and student surveys.

12.6 It is the responsibility of the relevant member of the campus leadership team (CLT) to oversee and organise the monitoring and evaluation of RSE, in the context of the overall campus plans for monitoring the quality of teaching and learning and its ethos.

12.7 In primary, this will be the PLT.

13. ANSWERING PUPIL QUESTIONS

13.1 PSHE and RSE lessons are delivered in a way that ensures pupils feel safe, supported and respected.

13.2 Staff will:

13.2.1 Establish and maintain clear ground rules for discussion.

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13.2.2 Use age-appropriate and sensitive language.

13.2.3 Avoid sharing personal information.

13.2.4 Respond to questions in a factually accurate and neutral manner.

13.3 Where questions fall outside the planned curriculum:

13.3.1 They will be addressed appropriately, or

13.3.2 managed outside of the classroom where necessary.

14. CONFIDENTIALITY AND ADVICE

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

14.2 Staff will ensure that pupils understand:

14.2.1 They can seek help and advice.

14.2.2 They will be listened to and supported.

14.2.3 Staff will also make clear that they cannot offer confidentiality where a pupil is at risk of harm.

14.3 Any safeguarding concerns arising from PSHE or RSE lessons will be:

14.3.1 Reported to the Designated Safeguarding Lead (DSL).

14.3.2 Recorded in line with the campus's safeguarding procedures.

14.4 Staff are trained to:

14.4.1 Recognise disclosures.

14.4.2 Respond appropriately.

14.4.3 Follow safeguarding processes without delay.

14.5 Students are encouraged to talk to their parents/carers about the issues which are discussed in the programme.

15. ROLES AND RESPONSIBILITIES

15.1 The governing body is responsible for:

15.1.1 Ensuring compliance with statutory requirements.

15.1.2 Approving and reviewing this policy.

15.1.3 Holding leaders to account for the quality and impact of provision.

15.2 Regional Head of Department:

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15.2.1 Will be responsible with the Safeguarding Lead and the community curriculum lead formulating a curriculum to answer the statutory requirements and the needs of the students.

15.2.2 Will amend and adapt the curriculum according to any needs that may become manifest in any campus.

15.3 The Campus Principal will:

15.3.1 Take overall delegated responsibility for the implementation of this policy.

15.3.2 Ensure effective implementation of the RSE programme.

15.3.3 Provide a lead in the dissemination of the information relating to RSE and the provision of in-service training in conjunction with the Designated Safeguarding Lead.

15.3.4 Ensure staff are trained and supported.

15.3.5 Ensure that the policy is available to parents.

15.3.6 Ensure that parents know of their right to withdraw their children.

15.4 The Designated Safeguarding Lead (DSL) will:

15.4.1 Monitor trends and concerns across campuses. Ensuring that PSHE lessons can be used to address any themes or areas of particular focus to current safeguarding issues in the campus., if appropriate.

15.4.2 Provide oversight of safeguarding content within the RSE curriculum.

15.4.3 Support staff in managing disclosures or concerns arising from lessons.

15.5 Curriculum leadership (PLT/PSHE leads) will:

15.5.1 Be responsible for the QA of delivery of PSHE & RSE in the campus.

15.5.2 Ensure staff are trained and confident to deliver the content.

15.5.3 Oversee class allocation for lesson delivery, in conjunction with the campus principal.

15.6 Teaching staff will:

15.6.1 Deliver RSHE in accordance with this policy.

15.6.2 Maintain a safe and respectful learning environment.

15.6.3 Know and understand the requirements of this policy and their responsibilities in relation to respecting our campus ethos.

16. MONITORING

16.1 The campus will monitor the quality and impact of PSHE and RSE through:

16.1.1 Curriculum review and evaluation.

16.1.2 Pupil voice and feedback.

16.1.3 Safeguarding data and trends.

16.1.4 Staff feedback and professional development.

16.2 The policy will be:

16.2.1 Reviewed annually.

16.2.2 Updated in response to statutory changes or emerging safeguarding risks.

16.2.3 Approved by the governing body.

17. IMPACT AND OUTCOMES

17.1 The effectiveness of PSHE and RSE is evaluated through:

17.1.1 Pupil ability to recognise risk and unsafe situations.

17.1.2 Increased confidence in seeking help and reporting concerns.

17.1.3 Reductions in safeguarding trends (where applicable).

17.1.4 Pupil voice demonstrating understanding of consent and boundaries.

17.2 Evidence of impact forms part of whole-campus safeguarding assurance and reporting to governors.

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18. VERSION CONTROL

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POL_UK_ED_PSHE & RSE Policy (England)	09/2026	1	PSHE and RSE Policy combined.

APPENDIX 1: PRIMARY CURRICULUM MAP

In Primary, Relationships Education focuses on the foundations of healthy relationships and personal safety.

Pupils are taught:

Families and Relationships

- The role of families and carers in providing stability and love.
- That families may take different forms.
- The importance of respect, care and support.

Friendships

- How to form and maintain healthy friendships.
- How to manage conflict appropriately.
- The importance of kindness, honesty and trust.

Respectful relationships

- Recognising respectful and disrespectful behaviour.
- Understanding equality and inclusion.
- Valuing differences and diversity.

Online relationships

- How to behave safely and respectfully online.
- Recognising risks when communicating digitally.

Being safe

- Identifying trusted adults.
- Understanding personal boundaries.
- Recognising unsafe situations and seeking help.

Health Education (Primary)

Pupils are taught:

- How to recognise and manage emotions.
- Basic mental wellbeing strategies.
- The importance of physical health, hygiene and healthy lifestyles.
- Safety, including road and basic risk awareness.

Puberty (statutory requirement)

Pupils are taught, in an age-appropriate way:

- The physical and emotional changes associated with puberty.
- Key facts about the menstrual cycle (including for boys and girls).

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APPENDIX 2: SECONDARY CURRICULUM MAP

In Secondary, pupils build on prior learning to develop a comprehensive understanding of relationships, sexual relationships and health and health education.

Teaching includes:

- Families
- Respectful Relationships
- Online Safety and Awareness
- Being Safe
- Intimate Relationships and Sexual Health.

Health Education (Secondary)

Teaching includes:

- Mental Wellbeing
- Wellbeing Online
- Physical Health and Fitness
- Drugs, Alcohol, Tobacco and Vaping
- Health Protection and Prevention and the healthcare system
- Personal Safety
- First Aid
- Developing Bodies.

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