

Policy/Procedure Name:	School PHRSE and Citizenship Policy
Policy/Procedure Number:	SMT045
Date of Approval:	10th April 2012
Effective Date:	February 2012
Revised Date:	January 2025
Review by Date:	January 2026
Policy/Procedure Author:	PHRSE Coordinator
Policy/Procedure Owner:	Head of School
Management Committee Approved By:	Senior Management Team
Governor Committee (where appropriate) Approved By:	Not Applicable
For Action By:	All School Staff
For Information to:	All Students
Approval requested to upload on the Treloar Website:	Yes <input type="checkbox"/> (tick if requested)
Date of Policy Equality Impact Assessment:	Lorna Woodcroft
Impact Assessment was carried out by:	May 2022

## **Aims of Personal, Health, Relationships, Social Education (PHRSE) & Citizenship policy**

With this policy we aim to provide the framework for students to be given PHRSE education which meets their individual needs while fulfilling the obligations of the school under the Statutory framework.

We engage with our core values by creating an education which is inclusive, promotes integrity and respect, and strives for excellence.

### **1. Statutory Requirements**

PHRSE is a statutory element within the basic curriculum for pupils aged 5 to 16. Health and Wellbeing and Relationships are statutory.

The statutory content, often referred to as RSHE covers Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education from key stage 1 to 4.

*“Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when teaching these subjects to those with SEND.”*

At Treloar School we combine RSE and PHSE frameworks in our PHRSE to reflect the breadth of ages of students.

### **2. Aims of PHRSE**

- To create a school environment that is welcoming, values the individual and promotes positive learning in all aspects of its work.
- To empower students to participate in the school and their communities as active responsible citizens locally, nationally and globally.
- To enable students to reflect on their attitudes, values and skills.
- To create opportunities to analyse, reflect, speculate, discuss and argue constructively about their understanding of real-world issues.
- To provide opportunities where students can apply key skills to enhance their understanding of PHRSE concepts, positive attitudes and values.
- To encourage students to use and understand appropriate social, emotional and behavioural vocabulary to communicate ideas.
- To develop students' critical reflection, enjoyment, curiosity, perseverance, co-operation, turn taking, creativity, inventiveness, open mindedness and willingness to tolerate uncertainty.
- To develop students' self-esteem and sense of personal responsibility.
- To promote self-respect, respect for others and celebrate diversity.
- To equip students to live safe, healthy lives.

- To provide education for economic well-being and financial capability to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work.
- To prepares students for the choices and opportunities of lifelong learning.
- To foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship.
- To prepares students for the challenges, choices and responsibilities of work and adult life.

### **3. Role of the PHRSE Co-ordinator**

- Ensure all students receive a planned programme for PHRSE.
- Actively manage all elements of PHRSE provision within a whole-school approach through developing a culture, vocabulary and skills for regular reflection and honest feedback.
- Co-ordinate the assessment of student progress and achievement in PHRSE.
- Have up-to-date policies in place; developed through wide consultation; implemented, monitored and evaluated for impact.
- Provide high-quality Continuous Professional Development (CPD) opportunities in aspects of PHRSE as an entitlement for all staff.
- Encourage all staff to model appropriate behaviour and understand the contribution they make to the PHRSE of students regardless of the role they have in school.
- Develop effective partnerships to support the PHRSE of all members of the school community.
- Involve staff and students in the school's self-evaluation processes to provide evidence for inclusion in the SEF.
- Liaise with the college PHRSE co-ordinator and the Equality and Diversity Coordinator to ensure consistency in approach and opportunity across the Trust.

### **6. The Delivery of PHRSE**

The curriculum divides into the three strands focused on the Programme of Study by the PSHE Association. It is structured around three core themes:

- **Health and Wellbeing:** This theme covers topics such as physical health, mental wellbeing, and personal safety.
- **Relationships:** This includes learning about healthy relationships, respect, and managing emotions.
- **Living in the Wider World:** This theme focuses on economic wellbeing, careers, and being a responsible citizen.

These themes are designed to help students develop the knowledge, skills, and attributes they need to manage their lives now and in the future.

It may be the case for many of our students that the full coverage of statutory PHRSE would not be appropriate due to their disabilities. We aim to offer the broadest possible PHRSE support for students but personalised to the needs of a given individual and made as accessible as possible.

The PHRSE co-ordinator will provide a framework of units which would enable coverage of statutory PHRSE (plus Living in the Wider World).

For all key stages, Class tutors (in consultation with the PHRSE co-ordinator and MDT teams as appropriate) will review each unit in the framework and judge for each student individually whether the whole or part of the unit is appropriate for that student. Class tutors will refer to the PHRSE Association planning framework for pupils with SEND to plan adapted outcomes for students where the statutory content may not be appropriate. They will then deliver an individually adapted and appropriate curriculum for the students based on their professional judgement with the support of professional colleagues.

In the EYFS, PHRSE is integrated into the curriculum through the Personal, Social and Emotional Development (PSED) area of learning.

Some Key Stage 4 students undertake an ASDAN Personal Social Development course which is supplemented with PHRSE as noted above.

Key Stage 5 students have PHRSE lessons during which they cover appropriate modules towards their ASDAN Person Progress and OCR Life and Living Skills accreditation.

## 9. Implications of Policy/Procedure

### 9.1 Training Requirements

The PHRSE coordinator reviews training for themselves and others either following changes in national frameworks or staff / student need.

### 9.2 Communication Requirements

How will the Policy/procedure be communicated:	SharePoint SMT/TLT	
Who will ensure the above communication is carried out:	Head of School and Assistant Head of School PRSHE Co-ordinator Leaders of Learning	
Do the changes made to this policy/procedure affect any other policies/procedures? If yes, has this been communicated to the policy/procedure author/owner	No	

### 9.3 Inclusive communications

If you require this document in an alternative format, such as large print, audio description or a colour background, please contact [quality@treloar.org.uk](mailto:quality@treloar.org.uk)

### 9.4 Other Implementation Requirements

## 10. Monitoring and Review

All students are set an Individual Education Plan (IEP) target for each term. These are evaluated and monitored in line with the IEP policy.

Each student also receives a PHRSE report as part of their annual review, which will reflect progress over the whole of the period since their last annual review.

Medium and short term plans have a number of learning outcomes which are assessed by a variety of methods, including self and peer assessment.

The PHRSE & Citizenship development plan is monitored regularly and updated annually in line with the school education development plan.

This policy will be reviewed annually.

## **11. Links to other related policies, procedures or documents (internal)**

*Other policies refer to PHRSE-related issues and should be read in conjunction with this policy statement. These might include*

- Sex and relationships education
- Drugs policy
- Spirituality & RE policy
- Behaviour management (including procedures for dealing with bullying)
- Equality, Diversity & Inclusion Policy
- Assessment Policy
- Training Policy
- Safeguarding Children and Vulnerable Adults

## Appendix 1: Sample Long Term Planning for each Key Stage

This is taken from the PHRSE Association Question Model'

### Primary

Health & Wellbeing	Living in the Wider World	Relationships	
Primary	Autumn Term	Spring Term	Summer Term
A	Living in the Wider World: What is the same and different about us?	Relationships : Who is special to us?	Health and Wellbeing: What helps us to stay healthy?
B	Living in the Wider World : What can we do with money?	Health and Wellbeing: Who helps us to keep safe? What helps us to stay safe?	Relationships : How can we look after each other and the world?
C	Relationships : What makes a good friend? What is bullying?	Living in the Wider World : What jobs do people do? What jobs would we like?	Health and Wellbeing: What helps us to grow and stay healthy? How do we recognize our feelings?
D	Relationships : How can we be a good friend? What keeps us safe? How can friends communicate safely?	Health and Wellbeing : Why should we eat well and look after our teeth? Why should we keep active and sleep well? (What is good about eating well and looking after our teeth? What is good about keeping active and sleeping well? )	Living in the Wider World : What are families like? What makes a community?
E	Living in the Wider World : What strengths, skills and interests do we have? How can we manage our feelings?	Relationships : What makes a person's identity? What will change as we become more independent? How will friendships change as we grow?	Health and Wellbeing: How can we manage risk in different places? How can we help in an accident or emergency? (What can we do if know there is something that might be dangerous?)
F	Health and Wellbeing : How will we grow and change? How can we keep healthy as we grow	Living in the Wider World : How can media influence people? What decisions can people make with money?	Relationships : How do we treat each other with respect? What can we do to make a difference to others and the environment?

## Secondary (KS3)

<b>Health &amp; Wellbeing</b> Self Awareness Healthy Lifestyles		<b>Living in the Wider World</b> The World I live in		<b>Relationships</b> Managing Feelings Changing & Growing			
<b>Self-care support &amp; safety</b>							
<b>Age Appropriate</b>							
Year	Notes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2022/23 Year A	PSHE Ass 9	Peer Influence, Substance Abuse & Gangs	Setting Goals	Respectful Relationships	Healthy Lifestyles	Intimate Relationships	Employability Skills
		Accidents and risk				Public and private	
2023/24 Year B	PSHE Ass 7	Personal Safety	Developing Skills & Aspirations	Diversity	Health & Puberty	Building Relationships	Financial Decision Making
		Emergency situations			Feeling unwell		Gambling
2024/25	PSHE Ass 8	Drugs & Alcohol	Community & Careers	Discrimination	Emotional Wellbeing	Identity & Relationships	Digital Literacy
					Feeling frightened and worried		Keeping safe online
<b>Entry Level</b>							
Year	Notes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2022/23 Year A	These are taken from the PSHE Association SEND Guidance for Key Stage 3 and 4	CG2: Friendship	SA2: Skills for Learning	CG5: Long Term Relationships & Parenthood	HL1: Elements of a Healthy Lifestyle	CG4: Intimate Relationships, Consent and Contraception	WIL4: Preparing for Adulthood
					Taking care of ourselves		
2023/24 Year B		SSS3: Accidents & Risk	SA1: Personal Strengths	SA4: Managing Pressure	CG1: Puberty	CG3: Healthy/Unhealthy Relationship Behaviours	WIL5: Managing Finances
		Keeping safe				Trust	
2024/25		HL7: Drugs, Alcohol & Tobacco	WIL1: Diversity, Rights & Responsibilities	SA3: Prejudice & Discrimination	HL2: Mental Wellbeing	MF3: Romantic Feelings & Sexual Attraction	SSS4: Keeping Safe Online



			Keeping safe online			Public and Private	
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## Secondary (KS4)

<b>Health &amp; Wellbeing</b> Self Awareness Healthy Lifestyles		<b>Living in the Wider World</b> The World I live in		<b>Relationships</b> Managing Feelings Changing & Growing			
<b>Self-care support &amp; safety</b>							
<b>Age Appropriate</b>							
Year	Notes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
22/23	PSHE Ass 10	Mental Health	Financial Decision Making	Healthy Relationships/ Families	Exploring Influence	Intimate Relationships	Work Experience
		Feeling unwell	Gambling		Keeping safe online		Accidents and risk
23/24	PSHE Ass 11	Building For The Future	Next Steps	Communication In Relationships	Independence	Addressing Extremism & Radicalisation	Transition
					Emergency situations		Feeling frightened and worried
<b>Entry Level</b>							
Year	Notes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
22/23	These are taken from the PSHE Association SEND Guidance	HL2: Mental Wellbeing	WIL15: Managing Finances	CG3: Healthy/Unhealthy Relationship	WIL1: Diversity, Rights & Responsibilities	Intimate Relationships	WIL13: Managing Online Information
		Taking care of ourselves		CG2: Friendship			
23/24		WIL14: Preparing for Adulthood	WIL12: Rights and Responsibilities	MF1: Self-esteem and unkind comments	MF2: Strong Feelings	MF4: Expectations of relationships/abuse	SSS5: Emergency Situations
					Public and Private		

## PHRSE Appendix 2

Key elements we are working towards:

Students having an increased awareness of how to look after themselves (being aware of having their needs met e.g. suctioning, care, nutrition via gastrostomy or orally).

How to access support and how to keep themselves and each other safe (building trusting and supportive relationships with members of the team so the students feel comfortable to communicate their emotions, developing a clear method of communication to demonstrate they need support).

Experiencing healthy relationships with peers.

Exploring how their bodies and feelings will change as they grow up.

- Each morning/afternoon a welcome routine- students are welcomed with photos of members of the class and a range of familiar songs to develop their awareness of days of the week/ weather etc and use yes/no boards to communicate whether they can see their friend or whether their friend is present.
- Staff are constantly responding to pupils' communication e.g. if a pupil smiles when a peer's name is mentioned etc to model healthy relationships.
- Students have images of staff and peers in their communication books to choose who to share an experience with to further develop relationships and give pupils more autonomy.
- Story massage- exploring the experience of consent and positive touch.
- Sensology- introduction promotes a sense of self and each other.
- Mealtimes- offering pupils a choice of what food they want to eat (presenting pupil with two spoons to choose from).
- Talking about healthy choices- what foods are good for us?.
- Swimming, PE, wellbeing yoga- a way to keep healthy and exercise.
- TAC PAC and Dance massage to support students to develop their own preferences over time and ability to communicate this through a predictable sequence of events it is also an opportunity to develop relationships and experience positive touch techniques.
- Intensive interaction/ people games to develop relationships and to demonstrate to pupils that their 'voice' is being listened to and responded to by an adult.
- Hygiene visits (care) using the correct anatomical names for body parts.
- Exploring rules and appropriate behaviour at school.
- Well being- students choosing what PPD they wish to participate in.

### PHRSE – Appendix 3

Key elements we are working towards:

Students having an increased awareness of how to look after themselves (being aware of having their needs met e.g. meds, care, nutrition/regular snacks via gastrostomy or orally at set times). Choosing what snacks are appropriate to them in the classroom.

How to access support and how to keep themselves and each other safe (building trusting and supportive relationships with members of the team so the students feel comfortable to communicate their emotions, developing a clear method of communication to demonstrate they need support).

Experiencing healthy relationships with peers and staff.

Exploring different friendships and interactions with familiar/unfamiliar people

- Each morning students engage in a morning routine - students are welcomed with members of the class and a range of familiar songs/activities to develop their awareness of days of the week/weather etc and use communication aids to say how they are feeling.
- Reading home/school message together to relay family messages and involving them in any concerns that may arise if appropriate.
- Staff are constantly responding to pupils communication e.g. if a pupil smiles when a peers/staff/families name is mentioned etc to model healthy relationships.
- Students have images of staff and peers in their communication books to choose who to share an experience with to further develop relationships and give pupils more autonomy by asking questions and answering through turn taking.
- Mealtimes- offering pupils a choice of what food they want to eat at the servery, support in making good choices.
- Swimming, PE, wellbeing yoga- a way to keep healthy and exercise.
- PHSE topics that support healthy relationships and an awareness of what is right/wrong.
- Lesson feedback using opinion pages to support peer on peer feedback and celebration
- PBS strategies to support behaviour that staff may find challenging through praise, motivating and recognising students' needs
- "I want to chat" symbols on trays/desks to support initiation of communication
- 1:1 chats with teacher; student led communication
- Well being- students choosing what PPD and enrichment they wish to participate in.
- Class and individual visual timetables to support understanding of the day/transitions/behaviour

*Further CPD on PBS, using correct anatomical names for body parts and implementing sex factor training for a whole school approach to supporting RSE across the curriculum – access to sensory stories, providing our own videos as support*



## **Appendix 5 – Sixth Form Life and Living Skills Units**

Skill area: Personal Skills

### **Entry 1**

Rights and responsibilities: everybody matters  
Developing self-awareness: all about me  
Taking part in daily routine activities  
Using interpersonal skills to contribute to positive relationships  
Developing independent living skills: having your say  
Developing independent living skills: keeping safe  
Dealing with problems  
Emotional wellbeing  
Healthy living

### **Entry 2**

Understanding routines  
Understanding interpersonal skills  
Finding your way around an unfamiliar area  
Developing self  
Dealing with problems in daily life  
Emotional wellbeing  
Healthy living  
Individual rights and responsibilities  
Making the most of leisure time  
Managing own money  
Working as part of a group 2

### **Entry 3**

Developing self  
Dealing with problems in daily life  
Emotional wellbeing  
Introduction to diversity, prejudice and discrimination  
Healthy living  
Individual rights and responsibilities  
Making the most of leisure time  
Managing own money  
Managing social relationships  
Personal safety in the home and community  
Getting to a destination safely and on time  
Working as part of a group

## Equality Impact Assessment (EIA) - Stage 1

<b>Name of Policy / Function/Decision</b>	School PHRSE and Citizenship Policy				
<b>Name of Assessor / Author /Lead</b>	Lorna Woodcroft				
<b>Start Date</b>	30 <sup>th</sup> May 2022				
<b>This EIA is being undertaken because it is:</b>	<ul style="list-style-type: none"> <li>A result of a policy revision</li> </ul>				
<b>Screening</b>					
<b>Does the policy affect employees, students or other stakeholder groups? Could the impact be significant to that group of people?</b>					N
<b>Is it a major policy with a significant effect on how our core business is delivered?</b>					N
<b>Does it involve a significant commitment of resources?</b>					N
<b>Does it relate to an area where there are known inequalities (e.g. gender pay gap, hate crime, accessibility of IT)</b>					N
If the answer to any of these questions is 'YES' then continue to complete Equality impact assessment. If you are unsure about the answer to any of these questions please contact EDI Co-ordinator or Head of Quality for further support.					
<b>Has the screening identified the policy as having relevance to the any of the following groups?</b>					
Age	N	Age	N	Age	N
Race	N	Race	N	Race	N
Gender Reassignment	N	Gender Reassignment	N	Gender Reassignment	N
Have we shown due regard for the 9 protected characteristics within the policy/procedure/decision?				Yes <input type="checkbox"/>	
Are all opportunities to promote equality taken within the policy/procedure/decision?				Yes <input type="checkbox"/>	
Have we stated how we will monitor the implementation and impact of this policy/decision?				Yes <input type="checkbox"/>	
<b>Date of Screening</b>				30 <sup>th</sup> may 2022	
<b>Approval by EDI</b>				Lj woodcroft	
<b>Refer Policy/Procedure to EDI Co-ordinator for further Stage 2 Assessment (if required)</b>				No <input type="checkbox"/>	