

Policy/Procedure Name:	School Personal, Health, Relationships, Social Education (PHRSE) and Citizenship Policy
Policy/Procedure Number:	SMT045
Date of Approval:	10th April 2012
Effective Date:	February 2012
Revised Date:	September 2026
Review by Date:	September 2027
Policy/Procedure Author:	Head of School & 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 (including therapy, residential and transition)
For Information to:	All Students
Approval requested to upload on the Treloar Website:	Yes ☐ (tick if requested)
Date of Policy Equality Impact Assessment:	Lorna Woodcroft
Impact Assessment was carried out by:	20//08/26

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

This policy provides the framework through which Treloar School delivers Personal, Health, Relationships, Social Education (PHRSE) and Citizenship in a manner that is inclusive, ambitious and responsive to the needs of our students.

The policy supports the school in meeting its statutory responsibilities for Relationships Education, Relationships and Sex Education (RSE), Health Education and Citizenship, whilst reflecting the individual needs of students with special educational needs and disabilities.

Through this policy, Treloar School aims to:

- provide a coherent and progressive PHRSE curriculum that supports students' personal development, wellbeing and preparation for adulthood
- ensure all students have access to learning that promotes physical health, emotional wellbeing, healthy relationships and personal safety
- develop students' confidence, self-awareness, self-advocacy and independence
- support students to understand their rights, responsibilities and role within their communities
- promote respect, inclusion, equality and celebration of diversity
- equip students with the knowledge and skills needed to make informed decisions and seek support when required
- ensure safeguarding, citizenship and preparation for adulthood are embedded throughout the curriculum
- reflect and promote Treloar's values of excellence, inclusion, integrity and respect.

This policy should be read alongside the Treloar School PHRSE Curriculum, which outlines the detailed curriculum content, progression, and implementation.

1. Statutory Requirements

PHRSE forms part of the school's wider curriculum and incorporates the statutory requirements for Relationships Education, Relationships and Sex Education (RSE), Health Education and Citizenship.

The school is required to deliver statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education and, in doing so, will have regard to current Department for Education guidance.

including:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE)

- Children and Social Work Act 2017
- Keeping Children Safe in Education (KCSIE)
- SEND Code of Practice: 0-25 years
- Equality Act 2010

The Department for Education states:

"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. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility."

Treloar School recognises its statutory duty to provide students with an education that prepares them for adult life, promotes their wellbeing and safeguards them from harm. The PHRSE curriculum has therefore been designed to ensure students receive learning that is age-appropriate, developmentally appropriate and accessible, whilst covering the statutory content required by the Department for Education.

Parents and carers are informed about the school's PHRSE provision through published policy and curriculum information. Whilst the statutory content is taught to all students, the manner in which content is delivered may be adapted to reflect individual learning, communication and developmental needs in line with statutory guidance for pupils with SEND

2. Aims of PHRSE

The PHRSE curriculum aims to:

- promote positive physical, emotional and mental wellbeing
- develop confidence, resilience and self-esteem
- support students to build healthy, respectful and positive relationships
- develop knowledge and understanding of personal safety, including online safety
- encourage students to understand and communicate their needs, views and aspirations
- support students to become increasingly independent and prepared for adult life
- develop awareness of rights, responsibilities and equality
- promote respect for diversity and inclusion
- support students to recognise and manage risk
- equip students with the knowledge and skills needed to contribute positively to their communities
- prepare students for future education, employment, independent living and community participation.

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.
- Review 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 Co-ordinator to ensure consistency in approach and opportunity across the Trust.

4. The Delivery of PHRSE

The curriculum is organised through a number of interconnected themes, including wellbeing, personal health, relationships, disability awareness, citizenship and preparation for adulthood. These themes provide the framework through which statutory content is taught and revisited throughout a student's school journey.

PHRSE is delivered through a planned, progressive and personalised curriculum designed to support students' personal development, wellbeing, safeguarding and preparation for adulthood.

The curriculum is structured around broad themes that enable students to develop the knowledge, understanding, skills and attitudes needed to lead safe, healthy and fulfilling lives. Learning incorporates statutory Relationships Education, Relationships and Sex Education (RSE), Health Education and Citizenship, alongside additional content that reflects the specific needs of our students.

The curriculum supports students to:

- develop physical, emotional and mental wellbeing
- build healthy and respectful relationships
- understand personal safety and safeguarding
- develop self-awareness, self-advocacy and independence
- prepare for adulthood and future pathways
- understand their rights, responsibilities and role within society
- become active and informed citizens.

Safeguarding, online safety, equality, diversity, inclusion and preparation for adulthood are embedded throughout the curriculum and revisited at developmentally appropriate stages.

Learning is personalised to reflect students' individual needs, communication methods, developmental stage and EHCP outcomes. Staff work collaboratively with multidisciplinary teams to ensure learning is meaningful, accessible and relevant.

PHRSE is delivered through discrete curriculum lessons as well as through wider curriculum opportunities, enrichment activities, assemblies, student leadership opportunities and everyday school experiences.

Further information which outlines the detailed curriculum content, progression, and implementation can be found in the Treloar School PHRSE curriculum

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 a PHSE accreditation course which captures students' development within the subject. .

Sixth Form students' accreditations embed the learning from PHRSE

5. Implications of Policy/Procedure

5.1 Training Requirements

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

5.2 Communication Requirements

How will the Policy/procedure be communicated:	SharePoint SMT/TLT
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Who will ensure the above communication is carried out:	Director of Education and Assistant Head of School PHRSE 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	

5.3 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

6. 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.

Student progress is monitored through curriculum assessment, Annual Review processes, targets, student voice activities and wider evidence of personal development and preparation for adulthood.

The new PHRSE curriculum will be monitored regularly and updated annually in line with the school education development plan alongside specialists across the fields of therapy care and transition.

This policy will be reviewed annually.

7. 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
- Teaching and Learning Framework
- E-safety

Equality Impact Assessment (EIA) - Stage 1

Name of Policy / Function/Decision	School PHRSE and Citizenship Policy				
Name of Assessor / Author /Lead	Lorna Woodcroft				
Start Date	20/08/26				
This EIA is being undertaken because it is:	<ul style="list-style-type: none"> A result of a policy revision 				
Screening					
Does the policy affect employees, students or other stakeholder groups? Could the impact be significant to that group of people?					N
Is it a major policy with a significant effect on how our core business is delivered?					N
Does it involve a significant commitment of resources?					N
Does it relate to an area where there are known inequalities (e.g. gender pay gap, hate crime, accessibility of IT)					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.					
Has the screening identified the policy as having relevance to the any of the following groups?					
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 ☐	
Are all opportunities to promote equality taken within the policy/procedure/decision?				Yes ☐	
Have we stated how we will monitor the implementation and impact of this policy/decision?				Yes ☐	
Date of Screening				20/08/26	
Approval by EDI				Lj Woodcroft	
Refer Policy/Procedure to EDI Co-ordinator for further Stage 2 Assessment (if required)				No ☐	