



Portsmouth
High School

GDST
GIRLS' DAY SCHOOL TRUST

PSHEE and Citizenship Policy

Pre-School, Prep, Senior and Sixth Form

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Part of the Girls' Day School Trust family of schools

PSHEE and Citizenship Policy

Personal, Social, Health and Economic Education and Citizenship brings together personal, social and health education, work-related learning, careers, enterprise, and financial capability.

PSHEE Programme

Please refer to the programmes of study for more detailed content.

Learning and undertaking activities contribute to achievement of the curriculum aims for all pupils to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

The PSHEE programme will be co-ordinated by the Head of PSHEE in the senior school and the coordinator of PHSE in the prep school.

There is a carefully planned, co-coordinated programme for PSHEE delivered through the curriculum. The PSHE programme of study identifies the key concepts, skills and attributes that are developed through PSHE education. These enable us to fulfil our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

In the senior school this is based on the PSHE Association 'PSHE Education Programme of Study' using the Core Themes – 'Health and Wellbeing', 'Relationships' and 'Living in the wider world: economic wellbeing, careers and the world of work. At the prep school it is based on the PHSE Association guidelines.

All PSHEE education will be conducted within statutory guidelines and against a background of moral and spiritual care and concern. Additional detail is contained in the Relationship and Sex Education Policy.

The curriculum content and objectives will be clearly linked to the age, maturity and needs of the pupils. A spiral curriculum enables subjects to be re-visited at the level appropriate to the age being taught.

The programme will be complementary to the role of parents and the teaching will be sensitive, within reason, to any moral, cultural and religious beliefs they may hold.

Citizenship

Education for citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Pupils learn about their rights, responsibilities, duties and freedoms and about laws, justice, democracy and the

UK system of government. They learn to take part in decision-making and different forms of action. They play an active role in the life of their schools, neighbourhoods, communities and wider society as active and global citizens.

Citizenship encourages respect for different national, religious and ethnic identities. It equips pupils to engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK. Pupils begin to understand how society has changed and is changing in the UK, Europe and the wider world.

Citizenship addresses issues relating to social justice, human rights, community cohesion and global interdependence, and encourages pupils to challenge injustice, inequalities and discrimination. It helps young people to develop their critical skills, consider a wide range of political, social, ethical and moral problems, and explore opinions and ideas other than their own. They evaluate information, make informed judgements and reflect on the consequences of their actions now and in the future. They learn to argue a case on behalf of others as well as themselves and speak out on issues of concern.

Citizenship equips pupils with the knowledge and skills needed for effective and democratic participation. It helps pupils to become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world.

Delivery Mechanism

Timetabled lessons are as follows (details in programmes of study)

- Prep School: one thirty-minute period each week.
- Years 7 - 9 – one period of PSHEE/Citizenship/Careers each week
- Years 10 – 11 – one period of PSHEE/Citizenship/Careers each week
- Delivered in Sixth Form enrichment and form sessions.
- Guidance by Form Tutors
- Occasional year group events
- Outside speakers with specialist knowledge and expertise.

Evaluation, Assessment and Reports to Parents

Evaluation and assessment, including self-assessment, are an integral part of PSHEE and Citizenship.

Staff and pupils review the programme at the end of each academic year and suggestions are evaluated before the scheme of work is updated. Pupil voice is also used to help evaluate and improve the curriculum.

PSHEE is reported on in the annual school report.

The Deputy Head (Pastoral) and Head of the Prep School review the work of the PSHEE and Citizenship and the Deputy Head reviews careers department through the school, review and monitoring procedure.

Fundamental British Values

Fundamental British Values are embedded into the curriculum:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Through our lessons we:

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- Encourage respect for other people
- Encourage respect for democracy and support for participation in the democratic processes, including an understanding of the political spectrum and our electoral process.

Protected Characteristics

Protected Characteristics are embedded into the curriculum:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Through our lessons we:

Age: PSHE lessons teach students about age-related stereotypes and discrimination, promoting respect for people of all ages and understanding the value of intergenerational relationships.

Disability: Students learn about different types of disabilities, both visible and invisible, fostering empathy and inclusion while challenging misconceptions about people with disabilities.

Gender reassignment: PSHE education introduces the concept of gender identity and transgender individuals in an age-appropriate manner, focusing on respect and understanding.

Marriage and civil partnership: Lessons explore various types of committed relationships, including marriage and civil partnerships, emphasizing mutual respect and equality.

Pregnancy and maternity: PSHE curriculum covers pregnancy, its effects on physical and mental wellbeing, and the importance of supporting expectant parents.

Race: Students learn about racial diversity, cultural differences, and the harmful effects of racism, promoting equality and respect for all ethnicities.

Religion or belief: PSHE lessons explore different religious and non-religious beliefs, encouraging tolerance, understanding, and respect for diverse worldviews.

Sex: The curriculum addresses sex-based discrimination and stereotypes, promoting gender equality and challenging traditional gender roles.

Sexual orientation: PSHE education teaches about different sexual orientations in an age-appropriate way, fostering acceptance and respect for diverse relationships.

Document Title	PSHEE and Citizenship Policy
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Next Review	August 2027
Policy Lead	Deputy Head (Pastoral) and PSHEE Coordinator at the Prep School in consultation with the Head of the Prep School
Locations	PHS website (with Schemes of Work)