

POLICY DOCUMENT

PSHE AND CITIZENSHIP POLICY



**HIPPERHOLME
GRAMMAR**

Publication Date	15.05.2015
Latest Review	05.10.2026
Next Review	Summer Term 1 2028

Aims and objectives

We believe that education in PSHE and Citizenship enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community and to develop their sense of self-worth. Through Citizenship we teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council, as well as part of teaching linked to Fundamental British Values. We teach children about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

This policy reflects the school's aims and ethos and in particular: "We stress the importance of making a contribution to wider society and of being 'good citizens'. We actively promote respect and appreciation for different beliefs and ways of life. We seek to engender spiritual awareness in its broadest sense, and the development of local, national and global perspectives".

Our teaching of PSHE encourages respect for others, and pays particular regard to the protected characteristics set up in the 2010 Equality Act.

Our objectives in the teaching of PSHE and Citizenship are for all of our children:

- to know and understand what is meant by a healthy lifestyle and to promote good physical and mental health;
- to be aware of safety issues;
- to understand what makes for healthy relationships with others;
- to have respect for others;
- to be thoughtful and responsible members of their community and their school;
- to become active members of our democratic society;
- to develop self-confidence and self-esteem;
- to make informed choices regarding personal and social issues;
- to develop good relationships with other members of the community.

Related policies

This policy document incorporates citizenship and drugs education. From the most recent review of this policy (October 2026) the following related policies should be cross referenced.

[SMSC policy](#)

[Promoting Fundamental British Values policy](#)

[RSE policy](#)

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SENIORS (KEY STAGE 3 & 4)

PSHE and Citizenship curriculum planning

PSHE delivery is planned around the following three core themes:

Relationships and Sex Education

- Families
- Respectful relationships, including friendships
- Online safety and media
- Being safe
- Intimate and sexual relationships, including sexual health
- The Law

Physical Health and Mental Wellbeing (Health Education)

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health protection and prevention, and understanding the healthcare system
- Personal safety
- Basic first aid
- Changing adolescent body

Economic Wellbeing and the Wider World (including Fundamental British Values).

- Democracy and the rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs
- Careers choices and pathways
- Employment rights and responsibilities
- Financial choices and capability

For more detailed information on the content of our PSHE programme, please refer to our KS3 and KS4 PSHE schemes of work:

[PSHE Dept Handbook 2026-2027](#)

Teaching and learning approaches

We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events (such as an assembly or open evening), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are

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able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community. Children throughout the school take part in visits throughout our wider classroom and community on a regular basis, where social skills are put into practice. We also develop PSHE and Citizenship through various activities and whole school events, e.g., the school council representatives from each form meet regularly to discuss school matters. We offer residential visits and activity days. These visits develop the children's self-esteem, and give them opportunities to develop leadership skills and positive group work. Assemblies regularly address aspects of PSHE and Citizenship.

JUNIORS & EYFS (EYFS, KEY STAGE 1 & 2)

We teach PSHE and Citizenship across the early years classes as an integral part of our curriculum. Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, emotional and social development as set out in the Early Years Foundation Stage Framework. We also support citizenship education in Nursery and Reception when we teach 'how to develop a child's knowledge and understanding of the world'.

All children take part in PSHE lessons and activities. In Key Stage 1 & 2 we incorporate the following themes:

- community;
- relationships;
- online safety;
- wellbeing;
- growing up

For more detailed information on the content of our PSHE programme please refer to our EYFS, KS1 and KS2 PSHE schemes of work.

[PSHE Long Term Overview 2026-27](#)

PSHE and Citizenship and inclusion

We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and Citizenship, teachers take into account the targets set for the children, some targets may be directly related to PSHE and Citizenship targets.

Assessment for learning

Our teachers assess the children's work in PSHE and Citizenship both by making informal judgements through discussions and observations-and through formal assessments of the work done, gauging it against specific learning objectives. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.

We do not set formal examinations in PSHE and Citizenship.

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Monitoring and review

The planning and coordination of the teaching in PSHE are the responsibility of the PSHE subject leaders, who also: support colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE; give the Head of Juniors an annual summary report in which they evaluate the strengths and weaknesses in the subject, and indicate areas for further improvement; use specially allocated, management time to review evidence of the children's work. The quality of teaching and learning in PSHE is monitored and evaluated by the Head of Foundation as part of the school's agreed cycle of lesson observations and by reviewing their PSHE Big Books and individual exercise books where learning is evidenced.

Citizenship

In Hipperholme Grammar School, citizenship education is recognised as a necessary part of a young person's full education entitlement.

- It helps students to become informed, thoughtful and responsible citizens who are aware of their duties and rights.
- It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom.
- It encourages students to play a helpful part in the life of their school, neighbourhoods and local communities.
- It provides the students with the knowledge, skills and understanding to play an effective role in society at local, national and international levels.
- It teaches students about our economy and democratic institutions and values; encourages respect for different national, religious and ethnic identities; and develops the pupil's ability to reflect on issues and take part in discussions.

It should engage young people at the following three interrelated levels:

- Gaining knowledge and understanding about becoming informed citizens.
- Developing skills of enquiry and communication.
- Developing skills of participation and responsible action.

Aims

The aim of Citizenship education in school is to enable young people to:

- Gain knowledge and understanding about the basis of cultural heritage and the development of different communities through a cross-curricular input and community involvement.
- Develop their self-confidence and their decision-making skills.
- Enquire about the differences, injustices, rights and responsibilities within their own and the wider community.

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- Learn about institutions, issues, problems and practices in the British democratic system.

Delivery

Citizenship education will be delivered according to the requirements of Key Stages 3 and 4. This will take place as a designated part of the PSHE program and as distinct pieces of work across all subjects. During curriculum lessons, staff will take every opportunity to highlight citizenship issues as they arise. We will seek to develop links so that active citizenship can be developed, such as the Youth Parliament. There is an active and relevant School Council that raises pertinent issues.

The teaching of citizenship will:

- Involve both active and interactive strategies within the classroom.
- Include a variety of media in order to present issues.
- Recognise the different ways in which students learn and take account of this.
- Include individual, group and whole-class teaching where appropriate.
- Involve links with organisations outside school where appropriate.

Monitoring and Evaluation

Citizenship aspects of the policy will be monitored by the **SLT** and the governors so that additions, deletions or amendments to the document can be made in light of both national and local changes and to ensure its effectiveness. The evaluation of the policy will take account of issues such as:

- Does the policy provide an underpinning for what is taught in the whole framework of citizenship?
- Do the citizenship lessons and the wider experience of citizenship available through the school reflect the tenets of the policy?
- Is citizenship delivered in an effective and high quality way?

Drugs Education is covered in many subject areas including:

- Personal, Social and Health Education
- Tutor periods
- Science
- Religious Studies

Please see the [RSHE and FBV content coverage review](#) for more detailed information.

Aims

- To provide accurate information and correct misconceptions about drugs and to build on pupils' knowledge and understanding.
- To explore attitudes towards drugs, drug users and use of drugs
- To develop pupils' self-awareness, self-esteem and interpersonal skills.

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- To explore the risks and consequences of their own and others' actions relating to drugs and to appreciate the benefits of a healthy lifestyle.

Child Protection and Confidentiality

Staff are reminded that they cannot offer confidentiality in this instance to pupils. Any concerns must be passed to the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads. Please consult the Safeguarding Children Policy re: appropriate action if a pupil begins to disclose information.

All visitors from outside agencies will follow the school guidelines and a member of staff will be present during their delivery of material to ensure that this is followed.

The Role of Parents

Parents will be encouraged to work in partnership with the school in the rejection of any drug culture and to support the school in the work of educating pupils in the dangers of abuse / misuse of drugs. Parents are expected to support the school's policy of zero tolerance of drug use and to ensure that their children are aware of the consequences of abuse / misuse of drugs.

The National Drug Strategy

The drugs action strategy involves all young people, schools and parents/carers and they will also be involved in the forthcoming National Alcohol Harm Reduction strategy. It aims to reduce the harm caused by drugs by improving education.

For issues relating to misuse of drugs please refer to our Behaviour, Rewards and Sanctions including Exclusion policy.