

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY



OVERVIEW

The School recognises that it has a duty of care to maintain a learning environment for its boys, in which honesty, integrity and respect are reflected in personal behaviour and standards of conduct, where the welfare of boys is paramount and where the working environment is safe. In turn, boys must recognise that they are each accountable for their own actions.

SCHOOL'S PURPOSE

Harrow prepares boys with diverse backgrounds and interests for a life of public service, learning, leadership and personal fulfilment.

Harrow broadens access to our world-class education through full-fee assistance places and other bursaries on a means-tested basis.

Harrow as a community commits significant resource to building long-term relationships with partner schools and organisations to provide programmes to improve the life chances of young people who face significant barriers to progress.

Harrow commits to working for these purposes in the most environmentally sustainable manner.

Our purpose is underpinned by our values of Courage, Honour, Humility and Fellowship and delivered through:

- Scholarship - Encouraging intellectual curiosity, independent thought and effective learning habits.
- Opportunity - Ensuring boys become their better selves by developing their potential, thereby increasing their educational and career opportunities.
- Character - Developing and maturing the individual, enabling boys to uncover the talents, skills and values to be of good influence beyond Harrow.
- People - Admitting boys who will thrive and contribute at Harrow, and recruiting and nurturing staff who facilitate excellence.
- Operations - Providing environments, infrastructure and functions that make us leaders in our field.

The School's purpose is underpinned by our values: **Courage, Honour, Humility and Fellowship**.

These values are nurtured in boys during their time at Harrow and form the basis of all that we do. With this in mind, boys are expected to maintain a high standard of civilised behaviour at all times. They should be honest, considerate, and courteous to others. Every boy should show his commitment to learning by contributing with enthusiasm and to the best of his ability. Each boy should show respect for himself and others, and care for his environment, and promote positively the reputation of the School.

POLICY AIMS

Harrow School is an inclusive institution which is committed to equal opportunities for all as outlined in the Equality Act of 2010. Every boy is entitled to equal treatment and all staff are expected to be committed to this. The School welcomes boys who meet the admissions criteria and recognises its duty to make reasonable adjustments for boys who have additional needs as outlined in the Special Educational Needs and Disabilities (SEND) Policy.

This policy is intended to support the delivery of a personal, social, health and economic education which is age-appropriate, reflects the School's purpose and values, and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act¹.

The list of related policy documents includes, but is not limited to:

- Alcohol Policy;
- Behaviour Policy;
- Careers Policy;
- Counter-bullying Policy;
- Drugs Policy;
- ICT Acceptable Use Policy;
- Safeguarding Policy; and
- Smoking Policy.

PSHE EDUCATION

Personal, Social, Health and Economic (PSHE) education is a school subject through which young people develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps young people to stay healthy and safe, while preparing them to make the most of life and work.

PSHE education became statutory for all schools in September 2020 under the Children and Social Work Act of 2017. This includes Relationships Education at Key Stages 1 and 2 (5-7 years and 7-11 years respectively), Relationships and Sex Education (RSE) at Key Stages 3 and 4 (11-14 years and 14-16 years respectively), and Health Education in both primary (Key Stages 1 and 2) and secondary (Key Stages 3 and 4) phases. Key Stage 3 covers the last two years of a boy's education before arrival at Harrow, plus his Shell year. Key Stage 4 covers his Remove and Fifth Form years.

The Department for Education published [Statutory Guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) in June 2019. In addition, schools should also cover economic wellbeing, careers and enterprise education as part of a broader and more comprehensive programme of PSHE education.

PSHE EDUCATION AT HARROW

PSHE education is delivered as part of a broad and balanced pastoral curriculum designed to support boys growing up within the twenty-first century. The programme is comprehensive, spiral and responsive to the needs of the boys, in an age-appropriate manner.

As well as being didactic, the programme encourages boys to reflect upon the material being covered, talking about the surrounding issues in a small group context. In doing so, an emphasis is placed upon the development of personal attributes and the skills of decision-making, in addition to the acquisition of relevant knowledge.

Tutors take the lead in the delivery of the programme, working directly with a specific year group of boys in the boarding Houses with which they are associated. The taught element of the programme is supported by conference and workshop events, as well as by visiting speakers. There are also strong connections with the School's Medical Centre, Chaplaincy, Careers and Learning Skills Departments, as well as the School Psychologist and School Counsellor who together provide a vital resource for individual boys in need of extra support.

Schemes of work (Appendix 1) are produced for each year group to help support Tutors in their delivery of the programme. The content of each element is not intended to be too prescriptive but to generate discussion and reaction appropriate to the needs of the boys.

The delivery of content is supported by a workbook for each boy. Within this workbook, are opportunities for the boys to reflect on the learning that is taking place, as well as information to help guide their learning and signpost sources for further support, both within and beyond the School. Furthermore, the workbook allows for Tutors to

¹ The protected characteristics as listed in Section 4 of the Equality Act 2010 are as follows: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

know that learning is taking place, demonstrate progress and identify future learning needs to make sure that the programme remains responsive to the needs of the boys.

In addition, each academic department takes time to consider where opportunities exist within the taught curriculum to support the delivery of PSHE-related themes (Appendix 2), and such instances are also identified in other areas of School life (Appendix 3). In doing so, PSHE education is not taught in isolation but embedded throughout, thereby encouraging a more thorough coverage of the themes involved.

Presentations to parents also exist within the programme, with parents invited to several seminar events across the academic year to help contribute more holistically to the delivery of an effective PSHE education (Appendix 4).

RELATIONSHIPS AND SEX EDUCATION

Relationships and sex education (RSE) can be defined as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships, staying safe both on and offline.

RSE at Harrow is embedded within the wider programme of PSHE education, which is designed to be comprehensive, spiral and responsive to the needs of the boys, in an age-appropriate manner. It is also supported by the delivery of RSE within many other curriculum areas, such as through the coverage of sexual reproduction in Biology or through the analysis of what constitutes a healthy, intimate relationships when studying a relevant literature text in English (Appendix 2).

The programme of PSHE education at Harrow aims to incorporate the following principles of high quality RSE:

- The delivery of content is taught by people who want to teach it, and who are trained, supported, knowledgeable and confident.

The Medical Centre plays a key role in this aspect of provision providing training for those Tutors who are involved in the delivery of RSE, as well as contributing directly to the delivery of material at relevant conference events. In addition, the Lead Nurse and School Doctor from the Medical Centre both sit on the Pastoral Advisory Committee helping to inform curriculum planning, as well as to check that sexual health information is up-to-date, medically accurate and comprehensive. Furthermore, expert visitors are invited in at appropriate times to enhance and supplement the programme across all academic years.

- Content is delivered through planned, timeabled lessons across all years and is clearly identifiable within the wider programme of PSHE education.

Appendix 1 details the schemes of work that are produced for each year group to help support Tutors in their delivery of the programme. Resources are carefully selected for their suitability and reviewed for effectiveness once in use, aiming to address skills, values and attitudes, in addition to the acquisition of relevant knowledge. A variety of teaching and learning strategies are used to encourage participation, as well as to provide opportunities for critical thought and self-reflection.

- The programme works in partnership with parents, informing them about what their son(s) will be learning and about how they can contribute at home.

Presentations to parents exist for all year groups, helping to foster a supportive relationship between home and School for all curriculum areas covered within the wider programme of PSHE education, including that of RSE. In addition, parents have access to an online library of additional resources that aim to further support them in their role as educators at home.

Parents are provided with policy updates as and when they are made, ensuring that there are regular opportunities to comment on policy and practice. Furthermore, parents are made aware of the fact that they have the legal right to withdraw their child from sex education should they wish to do so. In order to express this wish, parents must formally write to the School. They will be offered an opportunity to meet with the Deputy Head Master and Director of Pastoral Care to discuss their thoughts in person.

Parents will be reminded that their son has the legal right to opt into sex education from their fifteenth birthday or more specifically, three academic terms before they turn sixteen. Should a parent choose to withdraw their child from sex education, then they will be reassured that their son will be supported pastorally, completing supervised

work within either the boarding House or Vaughan Library whilst the rest of the year group cover this element of the programme.

- The content of the programme reflects the needs of the boys, seeking boys' views to ensure that teaching remains relevant to their lives, adapting as their needs change.

Boys can provide feedback on the content of the PSHE education programme principally through the Boys' Pastoral Committee that meets twice a term. One Lower Sixth and one Remove boy from each House sits on the committee, with Masters co-opted as necessary, such as the Head of PSHE Education. The Boys' Equality and Diversity Group also has regular opportunities to provide feedback. In addition, all boys' views are assessed through an annual PSHE education survey to help inform the teaching and learning that takes place within the programme. Discussions may also take place in Flocks groups and House Councils.

- Learning takes place within a safe and inclusive environment that pays particular regard to the protected characteristics as set out in the 2010 Equality Act.

All Tutors involved in the delivery of the programme are given training on the importance of creating a safe and inclusive learning environment within which PSHE education can take place (Appendix 5). In addition, the Head of Learning Skills works alongside the Head of PSHE Education to ensure that the resources generated to support the programme meet the needs of all boys, including those with Special Educational Needs and Disabilities (SEND).

- Lessons include learning about how to get help and treatment from sources such as a School nurse and other health and advice services, including reliable information online.

Appropriate sources of information and support, both inside and outside of School, are signposted in lessons and more widely across the School, such as on House noticeboards or on the PSHE education Firefly site. In addition, the Medical Centre offers around the clock care for all boys as part of the wider provision of pastoral care.

MONITORING, EVALUATION AND ASSESSMENT

MONITORING

Monitoring is an ongoing process that checks the degree to which a programme is being effectively implemented. Regular monitoring of the PSHE education programme at Harrow takes place to help ensure:

- The programme is effectively managed and staff are clear about their roles and responsibilities.
- The planned programme reflects the Government's statutory guidance, local priorities and the boys' needs.
- All boys are being taught the programme as planned.
- The quality of teaching is consistent across all Tutor groups, exemplifying best practice.

The Head of PSHE Education takes a lead role in the monitoring of the programme, conducting learning walks and lesson observations across all academic years, as well as reviewing samples of boys' work on at least two occasions within each academic term.

A rigorous system of attendance is recorded through the School's central register system on iSAMS and the Head of PSHE Education reports annually to the Head Master in the Autumn Term, via the Director of Pastoral Care and Deputy Head Master, on the evolution and effectiveness of the programme.

EVALUATION

Evaluation is the process that measures whether the lesson or unit of work is effective and worthwhile. Regular evaluation of the PSHE education programme at Harrow takes place to help ensure:

- The lesson or unit has enabled the boys to learn what was intended.
- That the programme is meeting the needs of the boys.
- That areas of strengths are identified, as well as areas of weakness, to help modify or improve the programme.

The assessment of learning helps to contribute to this evaluation, as does evidence from lesson observations, feedback from boys and feedback from the staff that are involved in the delivery of the programme. The Head of PSHE Education meets with each team of Tutors at least once per academic term to receive verbal feedback on

the effectiveness of the programme and both boys and staff are surveyed each year as part of the annual review process to formally gather their evaluative thoughts.

ASSESSMENT

Assessment is the process by which an individual's achievements are measured against the lesson objectives. It is a process through which judgements are made about an individual's learning and development. It is not about making judgements on the character or values of individual boys, nor is it about continual testing.

Within each scheme of work, needs assessment takes place to help indicate the existing knowledge and skills of the boys. This enables the planning of a programme that is relevant to the group and builds upon prior learning. It also serves as a baseline against which future progress can be assessed.

Assessment for learning enables the boys to understand what they are intended to learn, how well they are doing and what they must do to improve. Assessment for learning is built into each scheme of work through the inclusion of formative questions within each workbook to help encourage the boys to self-assess and reflect continuously on the progress that they are making.

Assessment of learning takes place at the end of a unit of work or academic year. It involves judging the boys' performance against the learning outcomes of the programme or unit of work. At Harrow, such summative assessment is conveyed predominantly through the termly reporting to parents completed by Tutors on their tutees.

STRATEGY

The Head of PSHE Education works closely with the Director of Pastoral Care and Deputy Head Master to ensure that the programme of PSHE education effectively complements and supports the aims and principles of life at Harrow School. Tutors play a key role in the delivery of the programme, working alongside the House Master, Assistant House Master and Matron to comprise the House pastoral team that works as a collective whole to provide the best support that they can for the boys in their care.

The Pastoral Advisory Committee, which advises the Head Master on matters relating to pastoral strategy, ensures that the wider provision of pastoral care in the School remains at the highest possible level and responsive to the needs of the boys. There is an effective 'pupil voice', channelled through various working groups and committees, which gives boys the opportunity formally to contribute to discussions on the School's pastoral strategy. Perhaps most relevant are the Boys' Pastoral Committee, the Boys' Equality and Diversity Group, the House Councils and Flocks groups. In addition, boys' opinions on pastoral matters are canvassed in Houses through House Masters' regular meetings with senior boys and end of term surveys of all boys, and in the School through regular meetings with Monitors and surveys of all boys including the annual Living Together Survey.

The Pastoral Advisory Committee is chaired by the Director of Pastoral Care and its membership includes *ex officio* the Deputy Head Master, the Director of Safeguarding, the Director of Studies, the Senior House Master, the chair of the Boys' Pastoral Committee, the Lead Chaplain, the School Psychologist, the Head of Learning Skills, the Head of PSHE Education, the Head of Shells, the School Doctor and the Lead Nurse of the Medical Centre. The Committee also includes representatives from the Matrons, House Masters, Assistant House Masters and Tutors, rotating on an annual basis.

The Head of PSHE Education has principal responsibility for developing the content of the School's PSHE education programme, making sure that it adheres appropriately to the [Independent School Standards](#), driving innovation as and when required. The Head of PSHE Education coordinates the work of others who are involved indirectly in the delivery of the programme, such as the Chaplains, the staff in the Medical Centre, the School Psychologist, the Head of Learning Skills and the Director of Sport. The Head of PSHE Education reports annually in the Autumn term to the Head Master, via the Director of Pastoral Care and Deputy Head Master, on the evolution and effectiveness of the programme.

Head of PSHE Education

July 2021

Annual Review

APPENDIX 1: SCHEMES OF WORK

SCHEME OF WORK FOR THE SHELLS

Week	Title, theme or topic	Learning Outcomes
1	Shell Induction	Pastoral and academic induction for Shell boys.
2	New Challenges	Identify the range of opportunities and challenges young people might encounter as they move into adulthood; explain strategies to help manage these challenges.
3	Conference: Living Together in the Shells	Identify practical steps that all boys can take in different contexts to improve or support the development of positive and respectful relationships.
4	Healthy Sleep	Identify and challenge misconceptions that might exist around habits to achieve healthy sleep, particularly during adolescence; evaluate the benefits of healthy sleep.
5	Affective Social Tracking	Whole-school approach to support boys' social-emotional development.
6	Raising Awareness: Long Ducker 2021	Reflect on why we all take part in Long Ducker; understand the impact that fundraising is already having in the local community; look ahead to this year's event.
7	Tutor Reports and Target Setting	Reflect on engagement with reading and weekly Tutor period, as well as academic progress being made; review previous academic targets, setting new goals for the term ahead.
AUTUMN HALF TERM		
8	Confidence and Mindset for Learning	Identify factors contributing to a positive mindset for learning; become more aware of personal learning mindset in different situations; develop strategies to refine mindset for learning.
9	Positive and Healthy Friendships	Outline how Harrow defines bullying, reviewing the counter-bullying guidance for boys; explore challenging scenarios and their appropriate responses.
10	Respectful Relationships Online	Describe the meaning of cyberbullying and the impact it can have on an individual; explore challenging scenarios and their appropriate responses.
11	Equality and Respect	Outline and give context to the Equality Act 2010, exploring the nine protected characteristics; explore challenging scenarios and their appropriate responses.
12	Trials Week	
13	Tutor Period	End of term administration, including a review of self-reflections, as well as a chance to update School Values Record and Harrow Prize Forms.
WINTER BREAK		
14	Tutor Period	Start of term administration, including the chance to update academic target sheets.
15	Smoking and Vaping	Understand motivation for smoking and vaping, and tackle misconceptions about levels of smoking amongst young people in the UK; identify the harmful effects of smoking.
16	Alcohol and Young People	Identify ways in which alcohol can affect individuals and those around them; understand the risks of alcohol to young people.
17	Caffeine and Cannabis	Identify the effects and risks of caffeine and cannabis to young people; tackle misconceptions about cannabis.
18	Tutor Reports and Target Setting	Reflect on engagement with reading and weekly Tutor period, as well as academic progress being made; review previous academic targets, setting new goals for the term ahead.
SPRING HALF TERM		
19	Procrastination and How to Manage It	Understand the meaning of procrastination; become more conscious of when and why it might occur; develop reflective techniques to help manage procrastination.
20	Affective Social Tracking	Whole-school approach to support boys' social-emotional development.
21	Puberty and Emotional Changes	Describe the main physical and emotional changes experienced during puberty; evaluate how emotional changes may affect relationships during puberty, considering how to manage.
22	Introducing Consent	Explain what consent means, both legally and ethically, and why it is so important; identify signs of when someone is consenting and when they are not.
23	Tutor Period	End of term administration, including a review of self-reflections, as well as a chance to update School Values Record and Harrow Prize Forms.
SPRING BREAK		
24	Tutor Period	Start of term administration, including the chance to update academic target sheets.
25	Sexual Orientation and Gender Identity	Explain the difference between sexual orientation and gender identity; identify and challenge homophobic, biphobic and transphobic behaviour.
26	Relationship Values	Identify healthy and unhealthy relationship behaviours; reflect on personal values in a relationship.
27	Preparing for Trials	Reflect on current practice; think of ways to make revision more efficient and effective; build a bank of techniques to ensure revision remains varied and interesting.
28	An Introduction to Careers Education in Speech Room	
29	Tutor Reports and Target Setting	Reflect on engagement with reading and weekly Tutor period, as well as academic progress being made; review previous academic targets, setting new goals for the term ahead.
SUMMER HALF TERM		
30	Exploring Careers and Informed Choices	Explain the concept of making an informed choice; confidently navigate the careers area of Firefly.
31	Trials Week	
32	Review of Long Ducker Funding	Evaluate the advantages and disadvantages of supporting big charities; reflect on the importance of supporting local charities; understand the need for further support in Harrow.
33	Conference: Positive and Healthy Relationships	Reinforce prior learning on the characteristics of healthy and positive relationships, especially consent, at an age-appropriate level; reflect on Shell year and set goals for the Remove.
SUMMER BREAK		

SCHEME OF WORK FOR THE REMOVES

Week	Title, theme or topic	Learning Outcomes
1	Tutor Period	Start of term administration, including a review of form room and plagiarism codes of conduct, ICT acceptable use policy, and Existing Customs; completion of start of term target sheets.
2	Conference: Living Together in the Removes	Identify practical steps that all boys can take in different contexts to improve or support the development of positive and respectful relationships.
3	Promoting Emotional Wellbeing	Explain the factors that affect emotional wellbeing; identify and evaluate the best ways to promote emotional wellbeing and build resilience.
4	My Wellbeing Journal	Promoting self-help strategies to promote emotional well-being and resilience in young people.
5	Affective Social Tracking	Whole-school approach to support boys' social-emotional development.
6	Raising Awareness: Long Ducker 2021	Reflect on why we all take part in Long Ducker; understand the impact that fundraising is already having in the local community; look ahead to this year's event.
7	Tutor Reports and Target Setting	Reflect on engagement with reading and weekly Tutor period, as well as academic progress being made; review previous academic targets, setting new goals for the term ahead.
AUTUMN HALF TERM		
8	Organisation for Learning	Gain an understanding of the benefits of being organised for learning; review and develop personal organisational skills.
9	Starting Out in Romantic Relationships	Reflect on readiness for intimacy; evaluate a range of healthy and unhealthy relationship behaviours.
10	Age of Consent and The Law	Outline how the law defines consent; describe how age influences their ability to legally give consent; give reasons why most young people do not have sex before the age of consent.
11	Capacity to Consent	Explain how and why it is wrong to assume someone is giving consent; explore what would stop a person being able to give their consent, reflecting on possible scenarios.
12	Trials Week	
13	Tutor Period	End of term administration, including a review of self-reflections, as well as a chance to update School Values Record and Harrow Prize Forms.
WINTER BREAK		
14	Tutor Period	Start of term administration, including the chance to update academic target sheets.
15	Effects and Risks of Drugs	Understand school drugs policy and practice, identify the risks and effects of drugs, focusing on individual commonly used drugs.
16	Drugs and The Law	Identify a range of motivations for substance misuse; appreciate the risks of different types of drug use; know drug classifications and the legal consequences of possession and supply.
17	Impact of Drug and Alcohol Use	Understand the impact of drug and alcohol use on young people, identifying and challenging any misconceptions that might arise.
18	Tutor Reports and Target Setting	Reflect on engagement with reading and weekly Tutor period, as well as academic progress being made; review previous academic targets, setting new goals for the term ahead.
SPRING HALF TERM		
19	The Importance of Rest and Recuperation	Recognise the importance of good quality sleep; know what happens when we do not get enough sleep; identify habits and routines that promote good sleep habits.
20	Affective Social Tracking	Whole-school approach to support boys' social-emotional development.
21	Contraception	Name the main types of contraception and how they work to prevent conception and / or protect against STIs; evaluate the best options in a range of scenarios.
22	Unplanned Pregnancy and Pregnancy Choices	Reflect on personal and others' feelings and beliefs about the options available in the event of an unplanned pregnancy, explaining the factors that can affect such decisions.
23	Tutor Reports	End of term administration, including a review of self-reflections, as well as a chance to update School Values Record and Harrow Prize Forms.
SPRING BREAK		
24	Tutor Period	Start of term administration, including the chance to update academic target sheets.
25	Relationship Expectations	Justify my views around expectations in relationships; explain how pornography can distort relationship expectations and learn strategies to manage those expectations.
26	Conference: Relationships and Sex Education	Consolidate learning of healthy relationship characteristics, as well as receive further sexual health advice from Medical Centre on topics such as sexually transmitted infections (STIs).
27	Skilling up for Revision	Consider ways to make existing habits more efficient and effective; develop a bank of techniques to ensure revision remains varied and interesting.
28	Applying for Work Experience	Know what opportunities for work experience exist, as well as understand what will be required as part of the application process; consider one or two opportunities to work towards.
29	Tutor Reports and Target Setting	Reflect on engagement with reading and weekly Tutor period, as well as academic progress being made; review previous academic targets, setting new goals for the term ahead.
SUMMER HALF TERM		
30	Employability Skills Mapping (1)	Know where and how to record and evidence employability skills on Unifrog; reflect on current areas of strength, as well as identify areas for further growth.
31	Trials Week	
32	Review of Long Ducker Funding	Evaluate the advantages and disadvantages of supporting big charities; reflect on the importance of supporting local charities; understand the need for further support in Harrow.
33	Expeditions Week	
SUMMER BREAK		

SCHEME OF WORK FOR THE FIFTH FORM

Week	Title, theme or topic	Learning Outcomes
1	Tutor Period	Start of term administration, including a review of form room and plagiarism codes of conduct, ICT acceptable use policy, and Existing Customs; completion of start of term target sheets.
2	Building Resilience	Describe different negative thinking patterns and consider their potential impact on wellbeing; reframe negative thinking and identify ways to learn from setbacks.
3	Peer Support	Recognise signs that someone might have mental health issues; explain when and whom to tell if concerned for theirs or someone else's mental wellbeing.
4	Conference: Living Together in the Fifth Form	Identify practical steps that all boys can take in different contexts to improve or support the development of positive and respectful relationships.
5	Affective Social Tracking	Whole-school approach to support boys' social-emotional development.
6	Raising Awareness: Long Ducker 2021	Reflect on why we all take part in Long Ducker; understand the impact that fundraising is already having in the local community; look ahead to this year's event.
7	Tutor Reports and Target Setting	Reflect on engagement with reading and weekly Tutor period, as well as academic progress being made; review previous academic targets, setting new goals for the term ahead.
AUTUMN HALF TERM		
8	Using Feedback for Improvement	Understand how feedback can be used for improvement; appreciate why it is important; understand the approaches that can be used; identify next steps in using for improvement.
9	What is Sexual Violence?	Outline and description of what sexual violence is; begin viewing and discussing the BBC Teach Class Clip: Is this sexual harassment?
10	Is this sexual harassment?	Personal reflection and completion of viewing BBC Teach Class Clip: Is this sexual harassment?
11	Other Kinds of Sexual Violence	Discussion of different kinds of sexual violence, including female genital mutilation (FGM).
12	Trials Week	
13	Tutor Period	End of term administration, including a review of self-reflections, as well as a chance to update School Values Record and Harrow Prize Forms.
WINTER BREAK		
14	Tutor Period	Start of term administration, including the chance to update academic target sheets.
15	Resilience and Peer Pressure	Identify accurate levels of drugs and alcohol amongst peers; identify the role of peer pressure in decision making; develop and employ strategies to overcome around substance use.
16	Staying Safe	Understand the factors that affect the risks of substance use; learn strategies for staying safe and reducing harm.
17	Conference: Fun, Festivals and Freedom	Reinforce prior learning on the teenage brain, risk, substance use and peer pressure, as well as further develop strategies for staying safe and reducing harm at events such as festivals.
18	Tutor Reports and Target Setting	Reflect on engagement with reading and weekly Tutor period, as well as academic progress being made; review previous academic targets, setting new goals for the term ahead.
SPRING HALF TERM		
19	Building a Successful Revision Timetable	Identify strengths and weaknesses; audit time and opportunities available; construct a progressive revision plan that builds towards final examinations.
20	Affective Social Tracking	Whole-school approach to support boys' social-emotional development.
21	Annie Katchinska: Exam Stress	Identify causes of stress both prior to, and during, an examination cycle; build a suite of coping strategies, practising these as and where relevant, such as breathing techniques.
22	Mocks	
23	Tutor Period	End of term administration, including a review of self-reflections, as well as a chance to update School Values Record and Harrow Prize Forms.
SPRING BREAK		
24	Tutor Period	Start of term administration, including the chance to update academic target sheets.
25	Long Term Commitments	Describe the options available and explain how a long-term relationship can become legally binding; recognise the unacceptability of forced marriage and support for those at risk.
26	Parenting	Identify the roles and responsibilities of parents; evaluate the characteristics of successful parenting; identify the specific challenges of parenting at different stages in a child's life.
27	Job Searching	Know how to access information on what it is like to work at various companies; reflect on current interest areas, beginning to explore future career paths.
28	Employability Skills Mapping (2)	Know where and how to record and evidence employability skills on Unifrog; reflect on areas of strength, as well as identify future opportunities for growth.
29	Tutor Reports and Target Setting	Reflect on engagement with reading and weekly Tutor period, as well as academic progress being made; review previous academic targets, setting new goals for the term ahead.
SUMMER HALF TERM		
31	GCSE Exams	
32		
33		
SUMMER BREAK		

SCHEME OF WORK FOR THE LOWER SIXTH

Week	Title, theme or topic	Learning Outcomes
1	Tutor Period	Start of term administration, including a review of form room and plagiarism codes of conduct, ICT acceptable use policy, and Existing Customs; completion of start of term target sheets.
2	Promoting Emotional Wellbeing	Explain the factors that affect emotional wellbeing; identify and evaluate the best ways to promote emotional wellbeing and build resilience.
3	My Wellbeing Journal	Promoting self-help strategies to promote emotional well-being and resilience in young people.
4	Speaker: Jonny Benjamin (Mental Health)	Support and extend prior learning relating to mental health and emotional wellbeing.
5	Affective Social Tracking	Whole-school approach to support boys' social-emotional development.
6	Raising Awareness: Long Ducker 2021	Reflect on why we all take part in Long Ducker; understand the impact that fundraising is already having in the local community; look ahead to this year's event.
7	Tutor Reports and Target Setting	Reflect on engagement with reading and weekly Tutor period, as well as academic progress being made; review previous academic targets, setting new goals for the term ahead.
AUTUMN HALF TERM		
8	Auditing your Learning	Understand the importance of being proactive; learn to audit assignments; understand how to action and fill in learning gaps at regular intervals.
9	Risk Management	Identify the effect personal money choices can have on oneself and others; understand the possible consequences of gambling and debt.
10	Speaker: Justyn Larcombe (Problem Gambling)	Support and extend prior learning relating to gambling.
11	Sixth Form Careers Education Programme in Speech Room	
12	Trials Week	
13	Tutor Period	End of term administration, including a review of self-reflections, as well as a chance to update School Values Record and Harrow Prize Forms.
WINTER BREAK		
14	Tutor Period	Start of term administration, including the chance to update academic target sheets.
15	Drugs, Alcohol and The Law	The importance of making safer choices; scenario analysis of drug related incidents; drugs and the law abroad; and the impact of a criminal conviction.
16	Harm Reduction	Assessment of prior knowledge; discussion of what harm reduction is and why it can be seen as controversial; staying safe, having an escape plan, as well as drug and alcohol first aid.
17	Theatre: 'I love you Mum; I promise I won't die'	Support and extend prior learning relating to drug and alcohol education.
18	Tutor Reports and Target Setting	Reflect on engagement with reading and weekly Tutor period, as well as academic progress being made; review previous academic targets, setting new goals for the term ahead.
SPRING HALF TERM		
19	Becoming an Independent Learner	Understand what becoming an independent learner means; appreciate why this is important; understand the approaches, identifying next steps in becoming an independent learner.
20	Affective Social Tracking	Whole-school approach to support boys' social-emotional development.
21	Car Ownership	Why do people learn to drive? Why are young drivers more at risk? Drink driving and the law, as well as the use of mobile phones. What are the financial costs?
22	Speaker: John Hoskison (Risk and Consequence)	Support and extend prior learning relating to implications of drink driving and assertiveness skills.
23	Tutor Period	End of term administration, including a review of self-reflections, as well as a chance to update School Values Record and Harrow Prize Forms.
SPRING BREAK		
24	Tutor Period	Start of term administration, including the chance to update academic target sheets.
25	Sexual Images and Consent	Explain the law relating to sharing sexual images; recognise that pornography rarely reflects good examples of consensual situations; reinforce previous learning on consent.
26	Speaker: Isla van Tricht (Pornography)	Support and extend prior learning, discussing surrounding issues and the difference between porn's portrayal of sex and relationships, and reality.
27	Preparing for Revision	Understand the importance of revision; identify what form of revision is most effective personally; be able to formulate own revision timetable.
28	Career Competencies	Know what career competencies are; think about the importance of the competencies in the workplace; reflect on personal competencies, identifying present strengths and weaknesses.
29	Tutor Reports and Target Setting	Reflect on engagement with reading and weekly Tutor period, as well as academic progress being made; review previous academic targets, setting new goals for the term ahead.
SUMMER HALF TERM		
30	Personal Brand	Reflect on the importance of career happiness, building a sense of self-worth and knowledge of personal identity and motivation ahead of entering a workplace.
31	Trials Week	
32	Review of Long Ducker Funding	Evaluate the advantages and disadvantages of supporting big charities; reflect on the importance of supporting local charities; understand the need for further support in Harrow.
33	Expeditions Week	
SUMMER BREAK		

SCHEME OF WORK FOR THE UPPER SIXTH

Week	Title, theme or topic	Learning Outcomes
1	Tutor Period	Start of term administration, including a review of form room and plagiarism codes of conduct, ICT acceptable use policy, and Existing Customs; completion of start of term target sheets.
2	Coping with Uncertainty	Reflect on current fears or concerns; consider prior learning on negative thinking patterns; identify positive and healthy coping strategies.
3	Managing Transition	Discuss the imminent transition from School to University or the workplace; describe the emotional and practical changes that accompany; reflect on positive steps to take in preparation.
4	The Importance of Emotional Intelligence	Define what is meant by emotional intelligence; describe the skills and values already apparent; identify and map where and how to further improve existing skill set.
5	Affective Social Tracking	Whole-school approach to support boys' social-emotional development.
6	Raising Awareness: Long Ducker 2021	Reflect on why we all take part in Long Ducker; understand the impact that fundraising is already having in the local community; look ahead to this year's event.
7	Tutor Reports and Target Setting	Reflect on engagement with reading and weekly Tutor period, as well as academic progress being made; review previous academic targets, setting new goals for the term ahead.
AUTUMN HALF TERM		
8	Plagiarism and Harvard Referencing	Know what the Harvard referencing style is, and when to use it; know how to produce a reference list, as well as in-text citations; understand what plagiarism is.
9	Budgeting	Understand the budgeting process; identify the difference between committed and discretionary spending; calculate expected income and expenditure for the next academic year.
10	Student Finance	Understand the process of claiming student finance, in advance of applications opening in March; consider next steps to take in advance of graduating from Harrow.
11	Payslips, Tax and National Insurance	Read and understand a payslip; outline the rates of tax applied to key deductions from pay.
12	Trials Week	
13	Tutor Period	End of term administration, including a review of self-reflections, as well as a chance to update School Values Record and Harrow Prize Forms.
WINTER BREAK		
14	Tutor Period	Start of term administration, including the chance to update academic target sheets.
15	Fertility and Parenthood	Explain how fertility changes over a person's lifetime and some of the factors affecting this; describe different routes to parenthood.
16	Pregnancy Outcomes	Identify the range of options available; describe the range of emotions someone might feel; evaluate the different influences that might affect decisions about pregnancy.
17	Speaker: Lesley Salem (Menopause)	Support and extend prior learning on fertility, specifically women and menopause.
18	Tutor Reports and Target Setting	Reflect on engagement with reading and weekly Tutor period, as well as academic progress being made; review previous academic targets, setting new goals for the term ahead.
SPRING HALF TERM		
19	Building a Successful Revision Timetable	Identify strengths and weaknesses; audit time and opportunities available; construct a developmental revision plan that builds towards final examinations.
20	Affective Social Tracking	Whole-school approach to support boys' social-emotional development.
21	Dr Alex Maxwell: Personal Health	Emphasis on personal care and self-help; focus on nutrition, sleep, exercise and mental health, as well as signposting sources for further support, both inside and outside of school.
22	Mocks	
23	Tutor Period	End of term administration, including a review of self-reflections, as well as a chance to update School Values Record and Harrow Prize Forms.
SPRING BREAK		
24	Tutor Period	Start of term administration, including the chance to update academic target sheets.
25	What Employers Want	Identify career competencies already mapped, reflecting on current strengths and areas for future growth; research interest areas, identifying person and job specifications.
26	Creating Compelling CVs	Confidently construct a CV; be able to identify common CV mistakes; pick a CV format that fits with your personal brand.
27	Making Successful Applications	Know what is required when applying for a job; understand the importance of applying for a job you are interested in; receive advice on the letter of application, CV and interview.
28	Workplace Readiness	Know key aspects of the current employment landscape, reflect on the future of work, understanding what goes into formulating a career plan; developing interest in a particular sector.
29	Tutor Reports and Target Setting	Reflect on engagement with reading and weekly Tutor period, as well as academic progress being made; review previous academic targets, setting new goals for the term ahead.
SUMMER HALF TERM		
31	A Level Exams	
32		
33		
SUMMER BREAK		

WHOLE-SCHOOL SUMMARY AND CURRICULUM MAP

Shell	Remove	Fifth Form	Lower Sixth	Upper Sixth
INDUCTION				
New Challenges	Conference: Living Together in the Removes	Building Resilience	Promoting Emotional Wellbeing	Coping with Uncertainty
Conference: Living Together in the Shells	Promoting Emotional Wellbeing	Peer Support	My Wellbeing Journal	Managing Transition
Healthy Sleep	My Wellbeing Journal	Conference: Living Together in the Fifth Form	External Speaker: Jonny Benjamin (Mental Health)	The Importance of Emotional Intelligence
EXEAT				
Affective Social Tracking				
Raising Awareness: Long Ducker 2021 (TMD and DLC)				
Tutor Reports and Target Setting				
HALF TERM				
Confidence and Mindset for Learning	Organisation for Learning	Using Feedback for Improvement	Auditing your Learning	Plagiarism and Harvard Referencing
Positive and Healthy Friendships	Starting Out in Romantic Relationships	What is Sexual Violence?	Risk Management	Budgeting
Respectful Relationships Online	Age of Consent and The Law	Is this Sexual Harassment?	External Speaker: Justyn Larcombe (Gambling)	Student Finance
EXEAT				
Equality and Respect	Capacity to Consent	Other Kinds of Sexual Violence	Sixth Form Careers Programme in Speech Room	Payslips, Tax and National Insurance
TRIALS				
End of Term Admin				
CHRISTMAS BREAK				
Start of Term Admin				
Smoking and Vaping	Effects and Risks of Drugs	Resilience and Peer Pressure	Drugs, Alcohol and The Law	Fertility and Parenthood
Alcohol and Young People	Drugs and The Law	Staying Safe	Harm Reduction	Pregnancy Outcomes
EXEAT				
Caffeine and Cannabis	Impact of Drug and Alcohol Use	External Speaker: Zoe Shuttleworth (Festivals)	I love you Mum - I promise I won't die' by Tie It Up Theatre	External Speaker: Lesley Salem (Menopause)
Tutor Reports and Target Setting				
HALF TERM				
Procrastination and How to Manage It	The Importance of Rest and Recuperation	Building a Successful Revision Timetable	Becoming an Independent Learner	Building a Successful Revision Timetable
Affective Social Tracking				
EXEAT				
Puberty and Emotional Changes	Contraception	Annie Katchinska: Exam Stress	Car Ownership	Dr Alex Maxwell: Exam Stress
Introducing Consent	Unplanned Pregnancy and Pregnancy Choices	MOCKS	External Speaker: John Hoskison (Risk and Consequence)	MOCKS
End of Term Admin				
EASTER BREAK				
Start of Term Admin				
Sexual Orientation and Gender Identity	Conference: Relationships and Sex Education	Long Term Commitments	Sexual Images and Consent	What Employers Want
Relationship Values	Relationship Expectations	Parenting	External Speaker: Isla van Tricht (Pornography)	Creating Compelling CVs
EXEAT				
Preparing for Trials	Skilling up for Revision	Job Searching	Preparing for Revision	Making Successful Applications
An Introduction to Careers in Speech Room	Applying for Work Experience	Employability Skills Mapping (2)	Career Competencies	Workplace Readiness
Tutor Reports and Target Setting				
HALF TERM				
Exploring Careers and Informed Choices	Employability Skills Mapping (1)	GCSE Exams	Personal Brand	A Level Exams
TRIALS			TRIALS	
Review of Long Ducker Funding (TMD and DLC)			Review of Long Ducker Funding (TMD and DLC)	
Expeditions Week			Expeditions Week	
END OF YEAR				

21B	S	R	FF	L6	U6	Total
Health and Wellbeing	5	5	6	6	4	26
Families and Relationships	8	8	6	2	3	27
Living in the Wider World	2	2	2	7	7	20
Tutor Periods	7	8	8	8	8	39
Learning Skills	3	3	2	3	2	13
Mock, Trials or Study Leave	2	2	6	2	6	18
Other	6	5	3	5	3	22
TOTAL	33	33	33	33	33	

APPENDIX 2: PSHE EDUCATION WITHIN THE ACADEMIC CURRICULUM

ART

The Shell year represents somewhat of a 'rite of passage' for boys at this Key Stage. Boys take on the rigours of joining the Harrow community; for most boys, this year will be the beginning of the end in terms of their 'formal' education in art and design. Also, it will mark the beginning of potential 2 to 4-year tenure for those boys wishing to pursue the subject at GCSE level and beyond. The Shell Art course allows for such changes and is designed to put the boy at the centre of the learning experience. The aim is to deliver a course which facilitates a good range of both conceptual and practical activities.

Shell art at Harrow affords boys the opportunity to build on existing skills, whilst embracing the challenges of new ones. Our Shell intake come from a wide range of schools, some better equipped for the delivery of art than others. Every boy enters the Art department at Harrow with a 'clean slate', regardless of their prior experiences of the subject. We aim to give every boy a broad-based positive experience in the department and encourage a sense of individual ownership and identity. Ultimately, we wish to foster a lifelong interest in the subject.

Aspects of PSHE education form an integral and essential part of a continuous dialogue between Beaks and boys where a whole range of issues are discussed including gender politics, the notion of 'difference' and inclusivity, especially when the zeitgeist might be perceived as a kneejerk proliferation of hate speech and trolling, especially through the medium of social media. Art seeks to act as both protector and buffer; a catalyst for boys to navigate their way through the constant bombardment of visual stimulus through various platforms such as Instagram, Snapchat and Facebook. Art is, and will continue to be, a safe space for boys at all times.

Art exhibitions help promote particular aspects of PSHE education. For instance, the Gilbert and George display was an excellent catalyst for supporting diversity, equality and inclusion.

Furthermore, diversity is promoted both through the Elective programme and the materials boys are using which could be perceived as the traditional preserve of girls, rather than boys, such as embroidery and batik. The department celebrates the work of male and female artists equally, making a deliberate effort to discuss the work of important female artists, not marginalising them as an appendage to the proliferation of male artists' work.

BIOLOGY

As part of the Biology curriculum, boys cover a number of different aspects of PSHE education. Most of these concern human health and disease but the treatment of other animals and care for the natural environment are also addressed. It is important for boys to be kept abreast of developments in medicine and environmental science if they are to act as responsible citizens. Some of these issues touch on boys' personal experiences and must be tackled sensitively.

Relevant aspects of the Edexcel IGCSE and OCR A level specifications are listed below with accompanying comments in italics.

Shell

- Understand the advantages and disadvantages of using stem cells in medicine (*including the ethical issues surrounding the use of embryonic stem cells*).
- Understand how vaccination results in the manufacture of memory cells, which enable future antibody production to the pathogen to occur sooner, faster and in greater quantity (*including the social responsibility/herd immunity aspect of being vaccinated*).
- Explain how the heart rate changes during exercise and under the influence of adrenaline (*including how exercise improves cardiovascular fitness and the illegal use of drugs and blood doping by athletes*).
- Understand how factors may increase the risk of developing coronary heart disease (*including high blood cholesterol levels, smoking, high blood pressure, diabetes, obesity plus treatment using defibrillators and CPR*).
- Understand the biological consequences of smoking in relation to the lungs and the circulatory system, including coronary heart disease (*plus the anti-social aspects of smoking and the issues around vaping*).
- Understand that a balanced diet should include appropriate proportions of carbohydrate, protein, lipid, vitamins, minerals, water and dietary fibre (*including an analysis by every boy of his own diet*).
- Identify the sources and describe the functions of carbohydrate, protein, lipid (fats and oils), vitamins A, C and D, the mineral ions calcium and iron, water and dietary fibre as components of the diet.

- Understand how energy requirements vary with activity levels, age and pregnancy (*including a discussion of obesity*).

Remove

- Understand the role of neurotransmitters at synapses (*plus how drugs, medicinal and recreational, affect the nervous system*).
- Understand the sources, roles and effects of the following hormones: adrenaline, insulin, testosterone, progesterone and oestrogen (*including a discussion about Type 1 and Type 2 diabetes – causes and treatment*).
- Understand how the kidney carries out its roles of excretion and osmoregulation (*including how to treat kidney failure with dialysis and transplantation*).
- Understand the biological consequences of pollution of air by sulphur dioxide and carbon monoxide.

Fifth Form

- Understand the roles of oestrogen and progesterone in the menstrual cycle (*including the pros and cons of different methods of contraception and STIs*).
- Understand the roles of oestrogen and testosterone in the development of secondary sexual characteristics (*including a wider discussion of changes associated with puberty*).
- Understand how genes exist in alternative forms called alleles which give rise to differences in inherited characteristics.
- Understand that most phenotypic features are the result of polygenic inheritance rather than single genes (*a number of examples are explored including the inheritance of genetic diseases and the ethical issues surrounding technologies that can prevent such diseases being passed on*).
- Understand that the incidence of mutations can be increased by exposure to ionising radiation (for example, gamma rays, x-rays and ultraviolet rays) and some chemical mutagens (for example, chemicals in tobacco) (*including a recap of some of the dangers of smoking/vaping*).
- Understand how resistance to antibiotics can increase in bacterial populations and appreciate how such an increase can lead to infections being difficult to control (*including a discussion about the responsible use of antibiotics*).
- Understand how large amounts of human insulin can be manufactured from genetically modified bacteria that are grown in a fermenter (*another opportunity to talk about diabetes*).
- Understand how genetically modified plants can be used to improve food production and understand how cloned transgenic animals can be used to produce human proteins (*including a discussion about the ethical issues surrounding animal cloning and genetic modification of plants, animals, microbes and humans*).

Lower Sixth

- The potential uses of stem cells in research and medicine. To include the repair of damaged tissues, the treatment of neurological conditions such as Alzheimer's and Parkinson's, and research into developmental biology.
- The use and interpretation of electrocardiogram (ECG) traces. To include normal and abnormal heart activity e.g. tachycardia, bradycardia, fibrillation and ectopic heartbeat (*heart health and disease considered more broadly*).
- The different types of pathogen that can cause communicable diseases in animals. To include bacteria – tuberculosis (TB), bacterial meningitis; viruses – HIV/AIDS, influenza; protoctista – malaria; fungi – athlete's foot.
- The means of transmission of animal communicable pathogens. To include direct and indirect transmission, reference to vectors, spores and living conditions e.g. climate, social factors (no detail of the symptoms of specific diseases is required).
- The differences between active and passive immunity, and between natural and artificial immunity. To include examples of each type of immunity.

- The principles of vaccination and the role of vaccination programmes in the prevention of epidemics. To include routine vaccinations and reasons for changes to vaccines and vaccination programmes (including global issues) (*including discussion of MMR and the anti-vax movement*).
- Autoimmune diseases. To include an appreciation of the term autoimmune disease and a named example e.g. arthritis, lupus.
- The benefits and risks of using antibiotics to manage bacterial infection. To include the wide use of antibiotics following the discovery of penicillin in the mid-20th century and the increase in bacterial resistance to antibiotics (examples to include *Clostridium difficile* and MRSA) and its implications.
- The ecological, economic and aesthetic reasons for maintaining biodiversity: ecological, including protecting keystone species (interdependence of organisms) and maintaining genetic resource; economic, including reducing soil depletion (continuous monoculture); aesthetic, including protecting landscapes (*including the importance of interaction with nature for well-being*).

Upper Sixth

- The effects of kidney failure and its potential treatments. To include the problems that arise from kidney failure including the effect on glomerular filtration rate (GFR) and electrolyte balance and the use of renal dialysis (both haemodialysis and peritoneal dialysis) and transplants for the treatment of kidney failure (*including discussion of the merits of an opt-out system for organ donation*).
- How excretory products can be used in medical diagnosis. To include the use of urine samples in diagnostic tests, with reference to the use of monoclonal antibodies in pregnancy testing and testing for anabolic steroids and drugs (*including a broader discussion of drug taking and drug testing within the context of school and wider society*).
- The differences between Type 1 and Type 2 diabetes mellitus. To include the causes of Type 1 and Type 2 diabetes and the treatments used for each (*including a demonstration of a glucose monitor and an insulin pen*).
- The potential treatments for diabetes mellitus. To include the use of insulin produced by genetically modified bacteria and the potential use of stem cells to treat diabetes mellitus.
- Types of gene mutations and their possible effects on protein production and function. To include substitution, insertion or deletion of one or more nucleotides and the possible effects of these gene mutations (i.e. beneficial, neutral or harmful) (*including some examples of genetic diseases such as sickle cell anaemia*).
- The ethical considerations surrounding the use of artificial selection. To include a consideration of the more extreme examples of the use of artificial selection to 'improve' domestic species e.g. dog breeds (*including a wider discussion of inbreeding effects including in human populations*).
- How gene sequencing has allowed for the development of synthetic biology (*including a discussion of the potential applications of synthetic biology for example in medicine*).
- The principles of DNA profiling and its uses. To include forensics and analysis of disease risk (*such as with Huntington's disease*).
- The ethical issues (both positive and negative) relating to the genetic manipulation of animals
- (including humans), plants and microorganisms. To include insect resistance in genetically modified soya, genetically modified pathogens for research and 'pharming' i.e. genetically modified animals to produce pharmaceuticals and issues relating to patenting and technology transfer e.g. making genetically modified seed available to poor farmers.
- The principles of, and potential for, gene therapy in medicine. To include the differences between somatic cell gene therapy and germ line cell gene therapy.
- The arguments for and against artificial cloning in animals.
- Recycling within ecosystems. To include the role of decomposers and the roles of microorganisms in recycling nitrogen within ecosystems (including *Nitrosomonas*, *Nitrobacter*, *Azotobacter* and *Rhizobium*) and the importance of the carbon cycle to include the role of organisms (decomposition, respiration and photosynthesis) and physical and chemical effects in the cycling of carbon within ecosystems (*including a discussion of the human impact on ecological cycles leading to pollution and climate change*).

- The factors that determine size of a population. To include the significance of limiting factors in determining the carrying capacity of a given environment and the impact of these factors on final population size (*including a consideration of human population growth and the impacts of medical interventions such as contraception*).
- The reasons for, and differences between, conservation and preservation. To include the economic, social and ethical reasons for conservation of biological resources.
- How the management of an ecosystem can provide resources in a sustainable way. Examples to include timber production and fishing.
- The management of environmental resources and the effects of human activities. To include how ecosystems can be managed to balance the conflict between conservation/preservation and human needs e.g. the Masai Mara region in Kenya and the Terai region of Nepal, peat bogs and the effects of human activities on the animal and plant populations and how these are controlled in environmentally sensitive ecosystems e.g. the Galapagos Islands, Antarctica, Snowdonia National Park, the Lake District.

Super-curriculum

Boys who are considering pursuing medicine at university attend a Preparation for Medicine Elective in the Summer term of the Lower Sixth. Outside of the form room, the Biology Department hosts numerous super-curricular events under the auspices of the Biology Society, Dissection Society, Natural History Society and Medical Society. These provide boys with opportunities to extend their knowledge and understanding of medicine and the natural world and to observe and handle organisms, both alive and dead, in a respectful manner. Boys who volunteer for the Farm Club help to look after larger animals such as cows and donkeys. They also work alongside the boys who do Conservation to develop the School estate as a habitat for wildlife that both the School community and wider public can appreciate and enjoy.

CHEMISTRY

Throughout all year groups, boys learn how to remain safe and healthy within a laboratory environment. All boys will develop an understanding of:

- Hazards of inappropriate dress and behaviour when working with chemicals and equipment; developing safe conduct in a hazardous environment, including the importance of personal protective equipment (PPE).
- Inhalation of noxious substances and the need for adequate ventilation and extraction.
- Hot materials and the correct handling of them; burns and cuts, understanding the correct treatment and procedures for them; washing of hands and the use of barrier creams to prevent dermatitis.
- The Health and Safety at Work Act and Control of Substances Hazardous to Health (COSHH).

In addition, all boys are encouraged to become responsible global citizens, learning more about our impact on the world and how we can make the best use of the resources at our disposal.

IGCSE chemists are introduced to plastic production, explaining why we have become so heavily dependent on them. Despite their low-cost production, boys learn about the comparative cost to recycle or dispose and thus the reluctance of large corporations to take responsibility for the waste created. How much waste do we see littered in our own streets, in addition to those in our oceans? Should governments act with taxes, research or both to force a change in our actions if persuasion is not effective? It was chemists who designed plastic and so chemists will need to work hard to find a solution as many bio/photodegradable examples are developed. Society's overreliance on crude oil extends to fossil fuels. Boys learn about the chemical processes involved in the refinery of our fuels, as well as how demand has an impact on global economics and geopolitics, in addition to the negative impact of oil spills to local economies and ecosystems and the chemistry involved in preventing and cleaning such instances.

Furthermore, IGCSE chemists are encouraged to understand the contribution of combustion engines to global warming, as well as low-level ozone, smog and poisonous gases that harm our urban quality of life. Boys learn about our generational responsibility to reduce greenhouse gas emissions to mitigate climate change. There is an emphasis on learning about how chemists can make these processes more efficient with the use of catalysts, although these (and many other modern processes, such as the chemical components of rechargeable batteries and circuits in our smart phones) rely on very rare earth metals – stocks of these are now running low and ecosystems are destroyed where these stocks are mined.

Moreover, IGCSE chemists learn about the development of alternatives such as fuel cell technology and the electrolysis of water as a ready source of hydrogen. Atmospheric Chemists were essential in solving the issue of the hole in the ozone layer caused by society's demands for convenience at low economic cost. The Montreal protocol that sought to address this global issue is an excellent example of international collaboration overcoming

politics and financial barriers to solve a global issue, caused by wealthy industrialised nations yet disproportionately impacting the less developed nations as is so often the case. Meanwhile, the alcoholic drinks industry continues the age-old chemical practice of fermenting fruit then distilling ethanol. Making our own 'pineapple vodka' in lessons or learning about the chemistry of breathalysers are interesting hooks to discuss the negative health and social impacts of excess alcohol.

Similarly, the pharmaceutical industry is never far from any discussion of organic chemistry. Boys learn about unethical practice of patenting – how it prevents access of affordable medicine to the neediest around the globe all to protect profit and share price. As the boys learn to synthesise drugs like aspirin in the lab, understanding the pathways and efficacy of medicines inevitably leads teenage boys to question the composition of illegal drugs and the effects on our bodies with useful subsequent discussion. Organic Chemistry also lends itself well to understanding the negative impacts of smoking, with the impact of radicals in the lungs, as well as debunking the new myth that vaping is any healthier.

The yearly release of the Nobel Prize acts as a good opportunity to talk about the ethics of scientific celebration, thinking critically about why and how we celebrate science. Boys are encouraged to draw upon their own values and that of the School's when considering the wealth of Nobel. Did he acquire these funds unethically through the development of weapons that he patented? Similarly at A level, boys are given the opportunity to discuss the flaws in the scientific community when covering the Haber process, questioning whether industry limits the impact of science on society, why minority groups are so under-represented and why there still remains a large gender imbalance in the industry. Haber as an individual is a useful starting point for a wider discussion about mental health, gender and familial relationships, as is Rosalind Franklin and the Sixth Form especially are encouraged to explore such PSHE-related themes in depth.

DESIGN & TECHNOLOGY

Throughout all year groups boys learn how to remain safe and healthy within a workshop environment. All boys will develop an understanding of the dangers surrounding:

- Hazards of inappropriate dress and behaviour when working with machinery; developing safe conduct in a hazardous environment.
- Inhalation of noxious substances and the need for adequate ventilation and extraction.
- Hot materials and the correct handling of them.
- Burns and cuts, understanding the correct treatment and procedures for them. Washing of hands and the use of barrier creams to prevent dermatitis.
- The importance of PPE when working on machine tools.
- At A Level, boys develop further understating of hazards, risks and control measures, the Health and Safety Act of 1974 and Control of Substances Hazardous to Health (COSHH).

DIGITAL LEARNING AND COMPUTER SCIENCE

In Shell computing, the boys spend the first few weeks being guided through a short course on digital hygiene. All boys are issued with a Surface device, with the opening lessons focusing on the responsible use of technology, making sure that all boys know their rights and responsibilities, and the opportunities that exist online, including that the same expectations of behaviour apply in all contexts, including when operating online.

Boys are made aware of how information and data is generated, collected, shared and used online with a specific focus on online risks, including the use of social media. It is made clear to boys that any material that someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material is discussed. What to do and where to get support to report material or manage issues online is covered, with specific reference made to acts of cyberbullying, including where and how to get help.

Finally, the course examines responsible and safe offline activities to help promote effective and worthwhile use of technology in everyday life. All boys are required to pass a short assessment at the end of the course.

If a boy chooses to study the Computer Science IGCSE course they will be further exposed to good digital habits, focusing on responsible and safe use of devices, including viruses and firewalls. In addition, there are Sixth Form Elective modules that cover programming and how to build personal computers.

DRAMA AND THEATRE

A variety of PSHE education topics and themes are covered directly through curricular Drama courses at Harrow, and skill-building in this context is an integral part of the department's curricular and co-curricular provision.

In the Shell year, a short Drama course followed by all boys focuses on creativity, clarity and ensemble work as key skills required to engage in Drama. Boys are coached to express their thoughts, spoken dialogue and physical gesture with clarity, to problem solve and to work cooperatively in groups. They are encouraged to develop emotional sensitivity in this context, to be spatially aware, and to be respectful of the opinions and ideas of others.

A cornerstone of Harrow's early Drama provision is the annual Shell Drama Festival, in which sixth-form boys direct Shell boys in short performances during their first half term in the school. In this co-curricular context, boys are thus encouraged to respect and cooperate with their peers, and to support one another practically and emotionally to achieve the task in hand. The older boys develop organisational and leadership skills, managing their time and resources, and the relationships within the group.

At the start of the GCSE Drama course for Remove and Fifth Form boys, boys engage in a module exploring the history and development of theatre. They explore social, cultural and economic factors behind the evolution of theatrical styles and forms. As part of the course, a wide variety of dramatic texts are considered and discussed, encouraging boys to engage with personal, social and health-related themes in almost every lesson. To explore the staging of one of the 'lovers' scenes in *A Midsummer Night's Dream* (a core GCSE Drama set text), for example, requires discussion and understanding of different psychological viewpoints on themes including mental health and wellbeing, relationships of different kinds, and family situations, through the 'lens' of the narrative situation.

Later in the GCSE course, boys devise their own pieces of drama, taking mythology as stimulus, and combining the narrative ideas with contemporary issues and viewpoints, often taking news stories or images as starting points. Recent devising projects have explored subjects including gambling and addiction, asylum seeking, social media culture, crime and policing. Boys research, explore and express their own ideas through the dramatic medium, working collaboratively and sensitively with others.

All boys in the Remove year follow a drama-based Elective on collaborative skills. They are set a series of practical, spatial and group-focused tasks, and asked to reflect on how successful teamworking comes about. The module includes a 'survival' scenario, in which boys are asked to weigh up a series of economic and safety factors in a situation they are given, and to dramatize a response, thus putting across their collective ideas.

In the Fifth Form, all boys follow a drama-based Elective on communication and presentation skills, wherein they explore engaging an audience, making eye contact, thinking about what to say, delivering a message, and listening and responding sensitively. The course includes role-play scenarios exploring more sensitive personal themes, and how to support their peers. At the culmination of the course, boys make short group presentations which are filmed, so they can watch themselves back and reflect on how clearly and sensitively they have put across their message.

Studying A Level Drama, boys are asked to explore further the social, cultural and economic factors inherent in making pieces of theatre. In studying Tennessee Williams' *The Glass Menagerie*, for example (a core set text), they engage with multiculturalism, economic issues related to The Great Depression, and Williams' own family and personal situation. Devised work at this level aims for complex personal expression, and often involves discussion of advanced issues, as well as sensitive group working. Recent A Level devised pieces have explored crises in self-confidence in response to T.S. Eliot's 'The Love Song of J.Alfred Prufrock', and gender and sexuality through a study of Lord Byron's life and writings.

As part of Harrow's extensive co-curricular Drama provision, a range of challenging context is explored. Discussions around boys' experiences growing up in the modern world take place almost every day in rehearsals, and the department takes its responsibility to engage in such discussion seriously (see departmental guidelines for dealing with material containing strong language or challenging content), whilst not shying away from this crucial aspect of the subject and its importance. Ultimately, engagement in a drama production or project of any kind requires the development of personal qualities, notably: empathy and awareness, clarity, commitment and discipline, and ensemble working. The department takes these four key skill areas as its corner stones, returning to them, for example, when considering the awarding of departmental colours, prizes and scholarships.

ECONOMICS AND BUSINESS

Economics and Business are only offered in the Sixth Form at Harrow but there is a Fifth Form Elective which introduces economics and business. A variety of personal, social, health and economic topics are explored through the study of Economics and Business.

Macroeconomics includes a lot of political themes. It begins by looking at the objectives of the government which include reducing unemployment and inequality and reducing debt and preserving the environment. Mortgages, taxes and personal finance are often covered to give boys the economic tools to flourish in the future and avoid unmanageable debt. Important issues such as the EU, immigration and development are explored in the second year of study.

Both Economics and Business cover important themes of development and ways of measuring it, including the Human Development Index (HDI) which encompasses health (infant mortality and life expectancy), education and

wealth. Business also covers globalisation and the need for businesses to be sensitive to different cultures and languages in their advertising and product choices. For example, meat sold in countries with a large proportion of Muslims could be halal. Business also deals with approaches to staffing, recruitment and training and the importance of not discriminating in the recruitment process. Motivation theories and practices such as Herzberg, Mayo and Maslow are covered. PESTLE is an important model in Business that examines external political, economic, social, technological, legal and environmental factors. Examples of PESTLE might include the national minimum wage, Ultra Low Emission Zone (ULEZ), sustainability, social media, artificial intelligence, Brexit and social trends such as veganism.

Microeconomics looks at various types of market failure including merit goods, such as health care, vaccinations, exercise and education, as well as demerit goods, such as unhealthy food, smoking, drinking and drugs. The reasons why people partake in such demerit goods despite often being aware of the detriment that can be caused is linked to economic principles such as imperfect information and myopia. Market and government solutions to demerit and merit goods are evaluated in detail.

Labour market economics is studied in the second year of microeconomics. This includes discrimination for gender, sexual orientation, ethnicity, age and religion. Behavioural economics helps boys to understand their own decision-making and biases. Examples are given about organ donation and voting.

The method of teaching is highly discursive, and boys are encouraged to listen carefully to the views of others even if they do not agree with them. For example, when boys debate government tax policy some are likely to be more in favour of redistribution than others. Group work is often used, as well as projects, that help boys build constructive relationships.

The Pigou Business Economics Society is open to all boys, giving further opportunities for discussion and the chance to cover a vast array of economic themes. There is a Junior Pigou Society which gives a safe space for younger boys to give presentations and engage in economic related debates.

The Fifth Form Elective provides all boys in Year 11 with an introduction to economics and business and looks at important themes like prices rising and the need to compare this to wage increases.

There is an Elective programme in the Sixth Form as well which includes a leadership and business course that has a social goal. Boys have worked with the elderly in the local community. Another elective programme looks at international relations and highlights cultural differences and perspectives and indeed challenges Eurocentric approaches. A further elective on environmental economics examines air quality in cities and health considerations.

ENGLISH

The English curriculum aims to foster boys' personal, social, health and economic education through the study of texts that provide access to a variety of perspectives and broaden understanding of different groups of people. The text below sets out the ways in which the English curriculum supports the teaching of PSHE education in the School.

Mental Wellbeing

Shell, IGCSE, and A Level study of Literature provides many opportunities to develop the following:

- how to talk about emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others: the study of novels on the IGCSE syllabus such as 'A Separate Peace' and 'Cry, the Beloved Country,' encourages discussion on mental health, happiness, and expressing emotions.
- how to recognise the early signs of mental wellbeing concerns, through close reading of literature and exploring implicit meaning in texts.
- common types of mental ill health (e.g. anxiety and depression), and how characters in the novels present these feelings: e.g. exploring soliloquies from plays such as 'Hamlet' to understand the nuances of mental health concerns.
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health, through the study of character and narrative.

Internet Safety and Harms

The IGCSE English Language syllabus provides many opportunities to evaluate non-fiction texts, such as opinion articles, fact files, reports, and letters. Boys are encouraged to evaluate the merits of different arguments, and to discern the prejudices inherent in so much of the media, including social media.

The Winston Churchill Essay competition, open to all years and compulsory in the Remove and Fifth Form, gives boys the opportunity to develop their evaluation skills, and to use a range of sources to build their own arguments. Example topics have included social media, protesting, happiness, cultural appropriation, and immigration.

The boys, in their IGCSE Language work, often consider topics such as the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online, how people may curate a specific image of their life online, over-reliance on online relationships including social media, how advertising and information is targeted at them and how to be a discerning consumer of information online.

Families

The Shell, IGCSE, and A Level schemes of work all provide opportunities to study relationships. The novels studied nearly always provide commentaries on family life; a key theme of many Shakespeare plays is the family, looking at both the bonds of family and the pressures that come from tension within family relationships; study of poetry is often an excellent way of developing reflective and nuanced analysis of the nature of familial relationships when the topic is relevant.

Often these texts will cover the themes important for PSHE education, enabling the following understanding:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the roles and responsibilities of parents with respect to the raising of children, including characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful Relationships, including Friendships

The Shell, IGCSE, and A Level curriculum centre heavily around analysis of the ways in which characters interact. Study of relationships within literature is an important way of enabling boys to look at their own lives in a more informed way, as well as giving them access to a variety of perspectives and types of relationships.

This supports:

- the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). This forms a key component of the study of literature, in which the deconstruction or the establishment of stereotypes is a significant literary topic.

The English department aims to foster good working relationships within the form room, teaching collaboration, mutual respect and support, and welcoming learning environments. The discussion-based learning style of many of our lessons means that it is essential that boys learn to listen to each other in positive ways.

This supports these aims:

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority and due tolerance of other peoples' beliefs.

Intimate and Sexual Relationships, including Sexual Health

Many literature texts include reference to intimate sexual relationships. It is the aim of the English Department to encourage sensible reflection and analysis of these moments, teaching the boys how to talk about these topics in respectful ways. It is important that boys learn to discuss these topics in ways that do not trivialise or denigrate the points below. We achieve this through effective modelling of discussion points, and guiding boys through the discussions in carefully planned ways.

We aim to keep the points below in mind during discussion on a text:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

Economic Wellbeing

The Sheridan Society offers opportunities for boys to develop public speaking skills, with boys regularly giving talks. We hold an annual conference with LAET in which boys give talks and lead discussions. In our lessons, we teach speaking and listening skills that develop employability, teamwork and leaderships skills. Here are some of our methods for ensuring that there is some employability teaching in our schemes of work:

- Learnt poetry: formally assessed as part of the preliminary rounds of the Learnt Poetry Prize.
- Reading aloud: playing different roles when studying plays; reading from the text; preliminary round of the Lady Bouchier reading competition.
- In lesson discussions: sometimes informally as a whole group or in smaller groups, giving boys specific topics to prepare and then feedback to the whole class.
- Presentations in the Sixth Form as a revision tool: each boy will take a theme/topic/character and prepare a presentation for the division. Marked using four categories: 1) quality of resources (e.g. slides/images/handouts); 2) communication skills; 3) reading and preparation; 4) engagement with questions.

GEOGRAPHY

A variety of personal, social, health and economic related topics are explored through the study of Geography, both within the core GCSE and A level syllabi, as well as through more informal boy-led societies and optional Elective courses.

In the Shell year, all boys will cover a course related to the theme of natural hazards. A sense of empathy is required to fully comprehend the impacts of such events, along with an understanding of how to appropriately navigate the media to accurately report on contemporary, real-time occurrences. Areas of contrasting levels of wealth are explored, tasking boys to explore the impact that loss and bereavement might have on the mental health and wellbeing of affected communities. Character is undoubtedly developed through the study of these challenging areas of the syllabus, with a sense of citizenship being fostered through the study of climate change in the latter stages of the curriculum.

If a boy opts to study Geography for GCSE, they will be tasked to engage widely with a variety of current affairs. Through the study of developing world cities, issues of crime and unemployment are highlighted as issues associated to rapid urban growth, specifically those related to the emergence of drugs and trafficking that prevail within informal settlements across the world. Global variations in economic development are explored, as well as how the quality of life varies in different parts of the world. Facts about reproductive health are investigated through an analysis of birth rates, with an emphasis on the role effective family planning and sex education can have on reducing fertility rates, in conjunction with the importance of female emancipation and the availability of appropriate contraception. Strategies to reduce the global development gap are considered, with investment at various scales being analysed against the important of income and commercial tax, as well as how intermediate technology, debt relief and microfinance loans can also play an important role. The course encourages learners to think of themselves as global citizens and as members of diverse communities, with rights and responsibilities that extend across national borders.

At A Level, the syllabus helps boys to expand upon the foundation of knowledge and understanding acquired at GCSE. Through a study of place, learners are tasked to think critically about a range of factors that influence perception, including age, gender, sexuality, religion and role in society, which is closely related to education and socio-economic status. Stereotypes are challenged, with many going on to produce an independent investigation that aims to research one of these protected characteristics in more depth, studying the influence that it might have on the perception of their local place. For instance, the importance of identity and gender can be studied through the lens of rebranding and the opportunities that this might bring within a place such as Brighton. Furthermore, ideas of tolerance and acceptance are tackled through the study of international migration, along with the opportunity to study issues that include human rights and the role global governance can play through intervening in issues of sovereignty and territorial integrity.

In addition, boys in the Sixth Form opt to study two or three Elective modules over the course of their A level studies. The Geography Department offers three titles to select from, each delivering a variety of PSHE-related

themes. For instance, *The Geography of Wine* inherently investigates issues surrounding alcohol, tackling themes of dependency, as well as those of addiction. *The Geography of Disease* bridges the gap between society and medicine, facilitating the study of health and disease, as well as personal hygiene and the spread of germs, including viruses and bacterial infection. *Apartheid Era South Africa* deals directly with race, delivered through a first-hand account of living through this contested period political discrimination.

Finally, the Laborde Society operates across both the Lower and Upper School inviting boys to deliver a lecture or debate event that tackles an interest area personal to them. Working as a team, individual learners are required to think creatively, establish themselves as an effective participant, reflect positively on their own performance and in doing so begin to foster a skill set that can support them thrive as a young person growing up in the twenty-first century.

HISTORY OF ART

The study of History of Art is essentially a branch of anthropology that lends itself to a range of discussions on personal, social and economic issues throughout history and today. This is done through the A level syllabus at Sixth Form, three Elective programmes and the Summerson Society.

Through the study of objects from both within and beyond the canon of Western art, the syllabus encourages tolerance and acceptance. Equally, the mark scheme requires boys 'to distinguish between fact, theory and personal judgement', urging boys to think critically and articulately formulate their own responses. Looking at depictions of different representations of the body across disparate geographical regions and historical periods allows boys to understand differing concepts of beauty and, conversely, the production of stereotypes. We also look at portraiture as a 'historical form of social media' whereby the sitter shows us their own projected ideal view of themselves and suppresses what they do not want us to see. We equally consider the long tradition of the female nude created both for and by men and reflect on what is at stake in not taking into account the female voice. Consent is also addressed through the study of the artist, Artemisia Gentileschi, whose seven-month rape trial was well documented in the seventeenth century. Through the study of contemporary art, we look at voices of those who have historically been ignored, looking at different notions of gender, race and sexuality. For example, we consider the works of 'queer' artists such as Felix Gonzalez Torres, an artist who died of AIDS in the 1990s.

The course also encourages more transferable skills for example building confidence through presentations, building trust and friendship through pair work and building self-belief in the form of the Personal Investigation that the boys undertake.

In addition to the syllabus, in the Upper Sixth, boys read John Berger's 'Ways of Seeing' (1972) as a class which addresses the question of privilege in relation to the particular socio-economic group that art was historically aimed at and encourages boys to think ideologically about what an artwork may – or may not – be saying. As well as questioning the harmful fantasies that art can project, he also discusses how advertising has more recently fulfilled this same function even as art has begun to reflect a greater plurality of voices.

The department also offers three Electives: 'A Load of Pollocks' aimed at the Fifth Form that introduces the boys to four notorious artworks from the twentieth century created by both male and female artists; 'Early Modern Florence: Art and Capitalism' in the Lower Sixth and 'The Dilemma of Art' in the Upper Sixth. The latter tackles a number of issues including the subjective nature of beauty and taste, ethical supply chains, restitution and national identity.

Finally, the Summerson Society offers a range of talks delivered by both boys and external speakers on a variety of subjects including, more recently, a talk on 'Art and Feminism' by Niamh Coghlan, Director of Richard Saltoun Gallery. This year, society members in the Upper Sixth are also working collaboratively to curate an exhibition of work by 'queer' artists, Gilbert & George. Finally, the school participates in ARTiculation, the annual national public speaking competition, which allows boys to fluently express their own views on an artwork of their choice.

HISTORY AND POLITICS

In History, there is a rolling syllabus from the 15th to the 19th Century in both English and European History. Depending on the period studied, boys can expect to be confronted with the implications of disease, malnutrition, epidemics, birth and death ratio, diet and developing health care and the growth of medical understanding. Medievalists will be made familiar with the nature of life expectancy and disease (e.g. plague).

History and Politics can both make a large contribution to the development of responsible citizens. Boys learn about how the past affects the present and hence how present choices may affect the future. They learn about the development of their own society, which allows them to appreciate their heritage. They discover diverse cultures and societies, beliefs and values, and use this knowledge and understanding to consider and reflect on their own values and choices. They practise evaluating evidence and debating issues, which are essential elements in informing opinions, making decisions, and taking appropriate responsible action. In the course of their normal teaching Masters encourage boys to think about issues relating to citizenship. This will be unavoidable in A-Level

Government Politics, where large sections of the specification are dedicated to these issues, but in History also the possibilities are virtually endless, and might include:

- Legislative and judicial issues. e.g. why the Nazi regime passed laws discriminating against some groups of people.
- Issues to do with rights and responsibilities. e.g. why it took a long time and a lot of effort for women to get the vote in Britain, and how this compares with political apathy today.
- Conflicts and their historical context. e.g. the influence of Versailles on international relations in the twentieth century, or the legacy of the Cold War.
- Social, religious, economic, political and cultural issues. e.g. the reasons behind Tudor rebellions, the experience of different religious groups in early modern England and Europe; the use of propaganda in the Second World War, compared with current-day spin-doctoring; the achievements of historic Islamic states.
- Local issues. e.g. the experience of Harrow in a wider historical context, for example the First and Second World Wars.

In addition, History and Politics also have a role to play in fostering the skills of enquiry, communication, responsible participation, active listening and reflection, that are key elements of responsible citizenship, and so boys should be helped and encouraged to contribute to class discussions and take part in informal and formal debates.

PHOTOGRAPHY

In the Photography A Level a variety of personal, social, health and economic issues are explored through the study of the work of famous photographers, within the core A level syllabus, as well as independent boy-led initiatives. The exam theme each year also gives the boys the opportunity to tackle current affairs, real time issues in the news and use their own work as a platform to show visually how these events affect everyone.

Recently climate change and plastic pollution have been common themes in boys work, as well as global over-population, knife crime, social issues and how the quality of life varies in different parts of the world. Discussion about the ethics in photography covers a wide range of thought-provoking issues. Boys also have the opportunity look at war photography and the mental wellbeing of troops returning from conflict areas. The A level course can be used to challenge stereotypes and there are many famous photographers who do this very well. Portrait photography is instrumental in achieving this and can get the boys to consider the hidden emotions behind a portrait, as well as the diversity it can depict. The famous photograph of the small boy lying dead on a beach is shocking example of international migration and human rights displacement. These are all topics touched upon in the A Level syllabus. Also, in the Upper Sixth boys can take a close look at how photography is used in advertising, including 'shock' advertising and current NHS health campaigns. These campaigns cover topics such as the effects of drug abuse, self-harm, mental health problems, underage drinking, bullying, dangers associated with smoking, sexually transmitted diseases and drink driving. Work on such topics can form an important part of boys' coursework submissions as well as educate them on some very important social issues.

Finally, the Photography Society operates across both the Lower and Upper School inviting boys to deliver a lecture or curate an exhibition of their own work or the work an important photographer. This allows boys to work as a team, think creatively, and establish themselves as successful photographers in an increasingly creative world.

THEOLOGY AND PHILOSOPHY

A variety of personal, social, health and economic related topics are explored through the study of Theology and Philosophy, within the Shell curriculum, core GCSE and A level syllabi, as well as through more informal boy-led societies.

In the Shell year, all boys will cover a course introducing Theology and Philosophy. In the first term boys are introduced to British Values when learning about Plato in contrast to his views on the ideal republic ruled by Philosopher Kings. Boys learn about democracy, the rule of law, individuality, mutual respect and tolerance of those of different faiths and beliefs. Boys specifically debate and discuss the benefits of democracy where elected representatives make effective decisions that affect the whole population, and the implications of this on the individual person and how it affects human relationships. Empathy is required to consider how decisions can impact others and how to resolve differences when there are disagreements. All Shells learn about the Christian and Islamic faiths, and strands of personal, social and economic teachings from sources of wisdom and authority are explored. Character is undoubtedly developed through Philosophy for Children (P4C) inquiries where boys explore the School's Values – boys learn from sources of wisdom and authority and seek to apply these to their

own school context. P4C, is a movement that aims to teach reasoning and argumentative skills to children. The hope is that this will be a key influential move towards a more democratic form of democracy.

If a boy opts to study Theology and Philosophy for GCSE, he will be tasked to engage widely with a variety of topics that relate to current affairs in our *Themes* section of the course. These include peace and conflict (which includes topics on social justice, attitudes to protest, terrorism, war and peace), crime and punishment (which included topics on causes of crime, aims of punishment, attitudes to and treatment of criminals), human rights and social justice (which includes topics on social justice, human rights, freedom, prejudice, discrimination, racism, wealth and poverty, and people trafficking). The boys also explore issues such as poverty, charity, community issues, persecution, reconciliation, rites of passage, and community festivals within Christianity and Islam.

At A Level, the A level options entailing a study of ethical theories and practical ethics, which helps boys to expand upon the foundation of knowledge and understanding acquired at GCSE. Boys study ethical theories which they then apply to abortion, euthanasia, immigration, capital punishment, homosexual relationships, polyamorous relationships, animal experimentation for medical research, and the use of nuclear weapons as a deterrent. All of these topics require the studying moral dilemmas through the prism of problem-solving. The department believes that there is a real benefit for boys in exploring key ethical dilemmas before they may experience them in life. For example, it is better that a boy has reflected on abortion and understands the arguments for and against it before having to make a decision in a real-life scenario. While euthanasia is not permitted within a UK context, euthanasia especially may become a social question that is asked in the future.

Finally, the Junior and Senior Gore Society operates across both the Lower and Upper School inviting boys to deliver a lecture or debate event that tackles an interest area personal to them. Working as a team, individual learners are required to think creatively and critically, establish themselves as an effective participant, reflect positively on their own performance and in doing so begin to foster a skill set that can support them thrive as a young person growing up in the twenty-first century.

APPENDIX 3: PSHE EDUCATION AS COVERED BY OTHER AREAS OF SCHOOL LIFE

CHAPLAINCY

The Chaplaincy supports the spiritual expression of all boys at Harrow. Jesus' two Great Commandments refer to *love of God, love of others* and *love of self*; Chaplaincy promotes the transcendent value of each boy and the significance of life, not only in the pastoral care offered, but also in our regular teaching.

Christian anthropology understands human beings to be physical, psychological and spiritual. For a fulfilled life, due consideration and value must be given to all aspects of our humanity. The teaching programme of the chaplains addresses the integral value of every human being and that if we are made in the image of God then we each have a sacredness to be honoured and respected. The pastoral care of the chaplaincy seeks to witness to the integrated nature of humanity; the engagement of the chaplains in every area of school life witnesses to this truth: "I have come that you may have life, life in all abundance" John 10:10. This faith based approach portends the hope of human flourishing, growth in character, and essentially a finding of our *humanity*.

Jesus' teaching of *'love one another'* addresses the issues of equality, diversity racism, sexism, homophobia and religious equality in a more extensive way than merely the idea of tolerance. Chaplains actively promote understanding, accepting, and respecting diversity and how this should be applied in daily life. The teaching is also directive in the importance of the idea that loving and committed relationships underpin the ideal context for sexual expression. As boys understand the need for relational quality with one another they also are taught the importance of it within themselves – a healthy self-love.

The Christian understanding of *love your enemies* is a powerful and helpful directive in understanding reconciliation, conflict resolution and forgiveness. Chaplains teach this in the school Elective programme.

All the monotheistic faiths have an emphasis on Peace (Hebrew-*Shalom*, Arabic-*Salem*). This *peace* is much more than the absence of conflict. All the faiths recognise it is about human wellbeing. There is an understanding that spiritual awareness is key to experiencing a stable, grounded and integrated character. The understanding and value placed on faith, hope and love are fundamental and underpin all wellbeing.

The belief that *God created the earth* has been the inspiration for millennia for people to respect and care for the environment around us. Chaplaincy supports and encourages boys to explore these issues, be rightfully concerned and take positive action where possible.

Chaplaincy teaching regularly addresses the following issues within the PSHE education programme: bullying and cyberbullying, emotional and spiritual wellbeing, resilience and finding strength, healthy relationships, relational values, risks of addictions to self and consequential impact, prejudices, understanding richness of wealth and richness of being, relational openness and integrity, what it is to be human, value of marriage and committed relationships, the nature of freedom and joy, self-worth, finding hope in difficulty, value of others, finding peace in stress and struggles, bereavement and grief, as well as respecting of others irrespective of race, sex, age, ability, gender, sexuality, background, culture and religion.

DUKE OF EDINBURGH AWARD SCHEME

At Harrow boys may opt to join the scheme at any of the three levels and may continue as far as they choose. Generally, the Bronze Award is available in the Remove Year, Silver in the Fifth Form and Gold in the Lower Sixth.

The need for a commitment to oneself and to others when starting out on D of E is stressed to the boys. The D of E scheme promotes self-discipline, organisation, a balanced life, care for others and teamworking. It provides a great opportunity for young people to develop self-awareness, humility, evaluation of risk, confidence, an awareness of the needs of others and mutual dependence. These are clearly all vital attitudes and skills for life.

Volunteering

Many boys complete this through the Shaftesbury Enterprise programme through which they can appreciate the significant needs of others living in the local community. They learn empathy, sensitivity and the value of practical care. A number volunteer within the CCF and benefit from the opportunities outlined in the relevant section below.

Skill

This is particularly valuable to the games playing boy who may not otherwise engage and develop the creative and more thoughtful aspects of his personality.

Physical

Boys must do a regular physical activity either individually or in a team. This is of particular benefit to those boys who might not otherwise do a regular exercise. This promotes the importance of fitness both to physical and mental well-being.

Expeditions

This is an unparalleled opportunity for boys to work constructively as part of a group in an environment that they can find extremely challenging. The testimony of almost all is that they learn a great deal about resilience, self and mutual reliance, determination, organisation, an appreciation of the natural world and how to laugh.

The preparation for the expedition covers several health-related issues. These include the use and care of appropriate clothing, the safe use of cooking equipment, basic first aid (including the recognition of symptoms of fatigue or hypothermia, in themselves and other members of their group), water provision and sterilisation, personal hygiene and also the disposal of bodily waste into the environment. These topics are covered either in the classroom and/or out in the field on practice expeditions.

Residential (at Gold only)

This requires boys to spend at least five days with others they do not already know. So, it encourages boys to understand other young people, girls as well as boys, from a more diverse range of backgrounds.

HARROW RIFLE CORPS (HRC)

All boys are involved in the HRC for at least three terms over the course of Year 10, with many progressing on to be Cadets within specific Sections of the HRC throughout Year 11. A good proportion then progress on to be Senior Cadets throughout Years 12 and 13, completing an instructional cadre to support the delivery of taught lessons to enhance the cadet syllabus. In doing so, boys are given the opportunity to adopt leadership roles in a dynamic and supportive environment, where the development of Character Education is paramount.

During these different phases, there is an overt focus on a range of activities which link with topics placed within the PSHE education curriculum.

Respectful Relationships

The Army Values and Standards (CDRILS) has an overt reference to Respect for Others. This includes tolerance of others' beliefs and a respect for authority/chain of command.

Physical Health and Fitness

Cadets are offered an introduction to Physical Training (PT) during the recruits course in Year 10. Physical training takes many forms: cardiovascular exercise, resistance training, endurance course training, climbing and scuba diving. Cadets involved in national competitions are tested in their physical fitness which reinforces the importance of a healthy lifestyle, such as the Royal Marine Cadets taking part in the annual Pringle Trophy or the Army Cadets taking place in the annual Guthrie Cup.

Mental Wellbeing

Cadets have been involved with charities such as BLESMA and Help for Heroes. These links have allowed a discussion of mental health, approaches to combatting stress and hardship and the importance of being connected to, and open with, others. The modern Armed Forces has an overt focus on combatting PTSD and mental health issues that could form part of a cadet syllabus in the future.

Health and Prevention

Cadets are trained on health and hygiene (importance of washing, drinking clean water, management of cuts) as part of expedition training when linked to the Duke of Edinburgh Award scheme. Many of the cadet's progress through the Bronze and Silver Awards whilst in the Lower School, volunteering to be a member of the HRC when in the Sixth Form in order to work towards completion of the Gold Award.

Basic First Aid

Cadets are given lessons and testing on first aid. Cadets receive lessons on emergency aid (including CPR), recovery position, resuscitation, shock and fractures. At the senior level, cadets are highly competent first aiders who have undertaken first aid qualifications to support their role. For instance, the Schools' Staff Instructor liaises with an external provider to offer the opportunity for all boys in the Sixth Form to gain their Emergency First Aid at Work certificate, regardless of whether they are actively involved in the Corps or not.

SHAFTESBURY ENTERPRISE

Shaftesbury Enterprise (SE) encompasses all of Harrow's philanthropic, charitable and partnership work. Through this initiative, the School engages purposefully with educational projects designed in collaboration with partner

schools. Together with our work with other charitable organisations, these make a significant impact in Harrow and beyond. Developing partnership work is at the heart of Harrow's past and future. We benefit hugely from it reciprocally, with many Harrovians feeling that their commitment to Shaftesbury Enterprise is one of the most valuable they make. Harrow School prepares boys for a future of fulfilment and success: it is neither in the interest of Harrovians nor the School for boys to be ill-informed on the world beyond the Hill. In a rapidly changing landscape Harrovians will not be equipped to contribute successfully to society unless they have an understanding of the many complex issues faced by different members of the community. If Harrovians are to be a significant force for good in the future, developing empathy and a wider understanding of life outside the Hill is vital.

Through a combination of significant partnership projects undertaken by the School and an innovative volunteering programme for the boys, SE is a key mechanism by which Harrow School positively impacts the educational outcomes for young people from both Harrow and the local community. This has never been more relevant than now. The London Borough of Harrow appears to have been one of the regions worst-affected by coronavirus in the UK. Many organisations are facing very significant funding challenges, and some are at risk of collapse. SE will be placing an emphasis on filling gaps in the local provision which will arise. This will be monitored carefully and collaboratively with our local partner organisations giving boys significant opportunities to serve, contribute and learn in a variety of impactful ways.

An example of a successful SE partnership is with the Harrow Spear Centre. The Spear Programme helps young people facing disadvantage into work or education. They equip them with confidence, motivation and the vital skills they need to succeed in long-term employment. This is a very successful programme where 75% of graduates are still in work or education a year after completing the course. Every year 15-20 Harrovians volunteer on the course, working with young people who are out of work and education. Most of these young people have extremely challenging backgrounds. For the boys who take part in this programme, youth unemployment is no longer something which they only hear about on the news. It is real and personal, they begin to gain a sense of its causes and implications, and this then builds empathy, compassion and understanding. Spear is one example of many SE programmes presenting similar opportunities for service. The outcomes for Harrovians described above are a key part of all of them.

Boys undertaking challenging and uncomfortable work will increase their resilience and flexibility. SE programmes take boys out of their comfort zones and place them in unfamiliar surroundings where they must develop new skills and adapt. These can range from dealing with primary school children with learning difficulties to adults with physical disabilities and mental health problems – this is vital and difficult work which allows boys to develop their capacity to serve when it is demanding.

Through taking an active role in SE, boys will learn a huge amount about themselves and the wider world and embark on a life of service of which we can all be proud. They will develop resilience, flexibility and compassion. The programmes are wide-ranging and are created with the dual purpose of helping the wider community and giving boys a chance to learn and develop. These are partnership programmes in the truest sense of the word, where boys receive as much as they give.

SPORT

Participation in sport is considered an important part of the educational philosophy at Harrow. We cater for boys at all levels in a wide variety of sports and the experiences gained in all areas are supportive of the School's Purpose.

Boys participate in a number of sports in each term, choosing from the wide range of games and activities on offer. In addition, Harrow has an elite level programme that aims to nurture, stretch and challenge those individuals who wish to pursue playing their chosen sport as a professional career.

Underpinning our philosophy for sport is a desire to develop boys not only as athletes, but as young men who embody the School's core values on and off the field. In essence, the focus of sport at Harrow is on the long-term development of boys to promote physical health and fitness, mental health and wellbeing, along with the required technical and tactical skills that are relevant to personal success in their chosen sports or activities.

VAUGHAN LIBRARY

The Vaughan Library provides a space for all boys for formal learning and a social space to study and relax outside of lessons. We provide a safe learning environment and a stimulating collection of books, magazines and newspapers together with thematic displays of books to support all aspects of PSHE education.

We have a dedicated collection of texts in our Reading Well section of the library in the main chamber. These titles are all listed on Firefly and are available to borrow or read in the library. The Reading Well section includes a comprehensive collection of guides and self-help books on PSHE-related themes including mental health, stress and anxiety, self-help and personal development, gender and sexuality, masculinity and confidence, and self-esteem. The collection is reviewed by the Head Librarian, the Head of PSHE Education and the Matrons. Each

house library should also include age-appropriate books for the boys, always bearing in mind the sensitivity of some topics.

The Vaughan Library has thematic displays to promote books on equality and diversity including Schools Out (LGBTQ+), Women's Rights, Writers of Colour, Black History Month, Health and Well Being and Sports Psychology. A booklist will accompany the display and signposts to charities and relevant agencies for further reading and support, and further online resources.

The fiction collection in the Reading Room has age-appropriate books for boys to further read about PSHE education in a fictional context. This often gives the boys an opportunity to read about relationships, as well as social dynamics. Reading contemporary fiction and books written for young adults helps build empathy and develop emotional intelligence. Reading to relax is often very helpful to alleviate anxiety and stress. We encourage boys to include reading as part of their winding down routine.

The librarians foster a relationship with the boys based on mutual respect and trust. The boys are encouraged to ask for help if required but also are given the space to read and reflect. A key aspect is the non-judgemental atmosphere in the library. All staff are trained to support the boys learning and emotional needs and seek further guidance if required.

The Vaughan strives to provide a safe and inclusive environment for all.

APPENDIX 4: PARENT FELLOWSHIP

As part of our Parent Fellowship, parents are invited to seminars on the topic of raising teenage boy boarders successfully amidst the demands of the twenty-first century. Although the seminars are aimed at particular year groups, each of them is open to all parents.

Presentation for Shell Parents: **Settling into Harrow**

12 noon in Ryan Theatre on Fri 1 Oct 2021: WMAL, NP, SAH, CEGB and NT

Presentation for Fifth Form Parents: **Raising Boys in a Digital Age**

10.30am in Ryan Theatre on Fri 28 January 2022: Dr Kathy Weston

Presentation for Lower Sixth Parents: **University Entrance**

11am in Ryan Theatre on Fri 11 Feb 2022: WMAL and HRF

Presentation for Shell Parents: **'Those Awkward Conversations' – Talking to young people about pornography, sex, and consent.**

10.30am in Ryan Theatre on Fri 4 March 2022: Isla van Tricht

Presentation for Remove Parents: **Young People, Drugs and Alcohol**

10.30am in Ryan Theatre on Fri 6 May 2022: Fiona Spargo-Mabbs

APPENDIX 5: GUIDANCE FOR TUTORS IN CREATING A SAFE LEARNING ENVIRONMENT

Discussing and teaching about complex or sensitive issues safely is central to best practice in all PSHE education teaching, as every topic has the potential to be sensitive for the boys. Tutors should therefore approach all lessons with the assumption that at least one boy could have direct experience of the topic being discussed or find it sensitive for another reason, and should plan their language use, resources and activities accordingly.

Furthermore, there are also immediate, controversial issues rising from the news which may capture boys' attention or cause them concern. In such circumstances, young people will naturally want to discuss high profile events and will look to adults in school to support them, to provide reassurance and to talk through these issues.

It is vital that in each case, boys can have such discussions and engage in learning activities in a safe climate of trust, cooperation and support. PSHE education therefore has a key role to play in developing their knowledge, skills and confidence in approaching complex issues and in recognising that attitudes towards these are likely to be influenced by their own values, worldview and interpretation of messages from the media.

Whatever the subject matter, following the guidance below will ensure a safe learning and teaching environment for Tutors and their tutees, enabling the confident and effective delivery of PSHE education.

ESTABLISHING GROUND RULES

Ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other boys; whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions from the boys. To be effective, Tutors and tutees need to develop ground rules together and then test them in discussion and group activities, amending them as necessary.

Examples of ground rules include:

- **Openness:** We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.
- **Keep the conversation in the room:** We feel safe discussing issues and we know that our Tutor will not repeat what is said unless they are concerned we are at risk, in which case they will follow the School's safeguarding policy.
- **Non-judgmental approach:** It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.
- **Right to pass:** Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.
- **Make no assumptions:** We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.
- **Using appropriate language:** We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct terms are, we will ask our Tutor.
- **Asking questions:** We are encouraged to ask questions and they are valued by our Tutor. However, we do not ask personal questions or anything intended to embarrass someone.
- **Seeking help and advice:** If we need further help or advice, we know how and where to seek it both within and outside of the School. We will encourage friends to seek help if we think they need it.

SAFEGUARDING BOYS AT RISK OF VULNERABILITIES

You may not know of any current issues amongst your tutees, however every lesson should be approached on the basis that there will be at least one member who is personally affected by the lesson content. Making sure the lesson is safe for that individual will help to ensure that the lesson is safe for everyone.

Safeguards to put in place include:

- Regular contact with the House Master of the boarding House to which you are attached, to stay abreast of pastoral concerns related to any one of your tutees.

- Advertise the content to be covered with a particular Tutor group or year group in advance of the lesson/seminar/conference/workshop taking place to allow an individual to come forward for support, promoting a proactive response to the situation.
- Avoid the use of images, language or content that could prove upsetting or triggering to vulnerable individuals, making sure that sources of support are clearly signposted before, during and after the lesson.
- Establish a protocol with the group for individual boys to let you know if they feel unacceptably uncomfortable in relation to the material in any session. If a boy becomes upset during a PSHE education lesson due to the sensitivities around the material being covered, allow him to return to his House should he wish to do so. In such an instance, an alert should be sent via email to his House Master, Assistant House Master and Matron, so that they know to look out for him when he arrives. A brief note should also be placed on CPOMS.

While there may be clear physical or emotional indicators that a boy is vulnerable to the issues discussed, sometimes there will be no such indicators. Some young people work hard to keep their problems hidden and so it is important to ensure that lessons are universally accessible and never make assumptions about the wellbeing or resilience of boys.

SIGNPOSTING SUPPORT

Although it is important that boys are advised not to make personal disclosures during the lesson, appropriate support must be signposted throughout.

Boys need to know who to talk to inside and outside of School should they require further support and they need to be reassured that they will always be taken seriously, listened to and never judged if they do make a disclosure.

Tutors need to be familiar with the School's safeguarding procedures, as well as other related policy documents that include, but are not limited to the Alcohol, Behaviour, Counter-bullying, Drugs, ICT Acceptable Use and Smoking Policies.

In addition, Tutors need to feel fully supported, knowing where and how to access the right support should they need it. Delivering themes of a PSHE-related nature may also affect Tutors personally and it may be helpful to talk to the Head of PSHE Education, or another colleague, about any concerns before teaching a specific lesson.

Furthermore, Tutors may experience disclosures from boys, and it is therefore important that Tutors feel able to talk to colleagues, especially those within the immediate House team, to seek support in how to manage those.

MANAGING DISCLOSURES

Should a boy make a disclosure, it will have taken courage for him to do so. During such conversations, Tutors should follow the School's safeguarding procedures, which state that Tutors will:

- Allow the boy to speak freely;
- Remain calm and avoid confrontation;
- Offer reassurance and general words of comfort (rather than physical touch);
- Not be afraid of pauses or silences;
- Not ask investigative or leading questions;
- Explain at an appropriate time that, in order to help, the information must be passed on to relevant people in positions of responsibility;
- Not reprimand the boy for failing to disclose earlier;
- Establish next steps (agree to go to see his House Master or the DSL) but let the boy know that someone will come to see him before the end of the day;
- Report verbally to the DSL, even if the boy has promised to do it by himself; and
- Write up the conversation as soon as possible as a record of concern and send it to the DSL.

DISTANCING THE LEARNING

PSHE education is safer and most effective when the learning is relevant, but boys are not put on the spot or encouraged to tell personal stories. The activities in the lesson need to be distanced from the boys' choices or actions, allowing boys to engage more objectively with the lesson content.

Stories, scenarios or cartoons can provide fictional characters and storylines that stimulate discussion whilst de-personalising the debate. The following or similar questions can be used to support distanced discussion:

- What is happening to them? Why might this be happening?
- How are they feeling? What are they thinking?
- What do other people think of them? Who could help them?
- What would you tell them to do if they asked for help?
- What could you say or do to persuade them to act differently?

MANAGING DIFFICULT QUESTIONS

It is important to encourage boys to ask questions, but this requires the Tutor to feel confident handling the questions raised.

When faced with a difficult question that you do not know the answer to, thank the boy for the question, giving a factual, age-appropriate answer when you can. If you don't know the answer, it is absolutely appropriate to explain that you do not know or that you are not sure how best to answer, and that you will find out more and respond later. Consider whether you need to seek expert advice, as well as if there is a potential safeguarding issue that needs to be followed up in conversation with the Designated Safeguarding Lead.

Be conscious of the message you give the rest of the group when responding to a question. You may be certain that a question has been put to you to embarrass or put you on the spot, but a dismissive answer could dissuade others from asking genuine questions.

Have an 'ask it basket' or an anonymous question box available before, during and after all lessons to enable your tutees to ask questions they may feel uncomfortable posing in front of others. Inviting questions prior to the lesson can help direct the content, as well as indicating any potential safeguarding or pastoral issues that may need to be followed up in advance.

ENDING THE LESSON

It is worth considering how best to finish a lesson that has been emotionally challenging. Building in a light-hearted activity at the end of the lesson can change the class atmosphere so your tutees are ready for their next lesson.

Always try to be available afterwards so that if a boy has found the lesson difficult in any way or wishes to make a disclosure, he is able to do so.