



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.

To achieve its purpose, the School places particular emphasis on five key areas:

Scholarship: Encouraging intellectual curiosity, independent thought and effective learning habits

Opportunity: Ensuring boys perform to 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 set the School apart

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, care for his environment, and promote positively the reputation of the School.

POLICY AIMS

Harrow School is an inclusive institution that 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.

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



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 and Vaping 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.

Online safety is planned and effectively threaded through the PSHE Education curriculum as recommended by [Teaching Online Safety in Schools](#) and guided by nationally agreed frameworks ([Education for a Connected World Framework by UKCIS/DCMS](#)), as well as [Project Evolve](#), and is regularly taught in a variety of contexts.

PSHE EDUCATION AT HARROW

PSHE Education is delivered as part of a broad and balanced pastoral curriculum designed to support boys growing up in the 21st 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 on the material being covered, talking about the surrounding issues in a small-group context. In doing so, an emphasis is placed on 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, and 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 in and beyond the School. The workbook shows Tutors that learning is taking place, demonstrates progress and identifies 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 the curriculum, 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 during the academic year to support a more holistic delivery of an effective PSHE Education (Appendix 4).

THEN AND NOW: DEVELOPING PSHE EDUCATION

PSHE Education is delivered by Tutors to their Tutor groups. In this way, almost all full-time staff are engaged in PSHE teaching, ensuring that this essential subject remains at the heart of the Harrow curriculum, and meaning that the material is delivered to boys by those who know them best within the pastoral context of a full-boarding school. This large-scale involvement with PSHE Education empowers our Masters to integrate PSHE themes into their teaching of other subjects and ensures that respectful conversations about such topics are normalised in boys' lives. As with any subject, PSHE Education comprises not only knowledge but also skills. Regular contact with internal teaching staff, rather than just visits from external providers, allows skills to be honed.

Following detailed discussion each year with the Director of Studies, the Head of PSHEE, the Organisation Master and the Director of Pastoral Care, periods are selected within the timetable on a rotating basis for the delivery of PSHE Education. These periods are carefully chosen to ensure that the lessons are never missed for whole-School events or periods of leave (exeat weekends etc.). Boys are not allowed to miss PSHE lessons for music lessons. This rotating model, described by the PSHE Association as 'rolling' ([PSHE Association](#)), allows all teaching



staff to be involved, ensuring that all teaching staff have ownership over this whole-School approach. This model also allows for regular close monitoring of PSHE Education periods by the Head of PSHEE and members of the Senior Management Team. Lessons occur regularly, ensuring that there is a strong sense of progression across each scheme of work. All lessons are timetabled in advance and advertised clearly in the School's central calendar.

While PSHE Education is a curricular subject, it is also supported by Harrow's pastoral team. Parent fellowship is an important part of PSHE Education (Appendix 4), however, as attendees of a full-boarding school, boys cannot always continue the conversation with their parents during term time. For this reason, House Masters, Assistant House Masters, and Matrons are kept apprised of the PSHE Education curriculum and have access to all resources. The Tutors' dual role (as academic teachers and members of the House pastoral team) uniquely equips them to support boys through any pastoral concerns arising from curricular work.

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 the coverage of sexual reproduction in Biology or the analysis of what constitutes a healthy, intimate relationship 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, who are trained, supported, knowledgeable and confident.²

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, at least one representative from the Medical Centre sits on the Pastoral Advisory Committee, helping to inform curriculum planning as well as checking that sexual health information is up to date, medically accurate and comprehensive. Expert visitors are invited in at appropriate times to enhance and supplement the programme across all academic years.

² Tutors participate in regular training during INSET at the start of each term, and during their termly meetings with the Head of PSHE Education.



- Content is delivered through planned, timetabled lessons across all years and is clearly identifiable within the wider programme of PSHE Education.³

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 [Harrow School's PSHE Education](#) website, which provides resources that aim to support them further in their role as educators at home. The platform is updated regularly, and parents are sent half-termly newsletters to keep them informed of the latest topics covered and information on external speakers.

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 write formally to the School. They will be offered an opportunity to meet with the Deputy Head Master to discuss their thoughts in person.

Parents will be reminded that their son has the legal right to opt into sex education from their 15th birthday or, more specifically, three academic terms before their 16th birthday. Should a parent choose to withdraw their child from sex education, they will be reassured that their son will be supported pastorally, completing supervised work in either the boarding House or Vaughan Library while 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 through a number of forums. The PSHE committee meets termly and has year group representatives from

³ PSHE education is timetabled for a different academic period each week, which rotates through periods that will not be missed for exams and sports fixtures. This model, described by the PSHE Association as a 'rolling model', is designed to involve more staff in the delivery of PSHE education, and thus to create a greater sense of ownership amongst staff.



each House. The committee is chaired by the Second in Department in PSHEE. The Boys' Pastoral Committee, also meets twice a term. One Lower Sixth and one Remove boy from each House sits on the committee, with Masters such as the Head of PSHE Education co-opted as necessary. 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 in 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). As with all curricular teaching, Tutors consult the SEND register to ensure that the needs of all learners in their Tutor group are met. Adapted workbooks and resources are available.

- 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 School, are signposted in lessons and more widely across the School, such as on House noticeboards or on the PSHE Education Harrow Gateway site. 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 monitoring the programme, conducting learning walks and lesson observations across all academic years, as well as reviewing samples of boys' work each academic term. Members of the Senior Management Team also conduct learning walks and observations throughout the academic year.



A rigorous system of attendance is recorded through the School's central register system on iSAMS, and the Head of PSHE Education reports regularly to the Senior Management Team and Governors 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 that:

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

The assessment of learning contributes to this evaluation, as does evidence from lesson observations, feedback from boys and feedback from the staff who 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 gather formally their evaluative thoughts. The Head of PSHE Education and Second in Department meet weekly with the Director of Pastoral Care to review and evaluate the programme and to plan ahead.

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 boys' existing knowledge and skills. This enables the planning of a programme that is relevant to the group and builds on 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 in 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 (Appendix 6).



STRATEGY

The Head of PSHE Education works closely with the Director of Pastoral Care and other members of the Senior Management Team 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 collectively to provide the best support 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, Boys' Equality and Diversity Group, 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 of 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 Studies, the Designated Safeguarding Lead, 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 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, rotated 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](#) and [Boarding Schools National Minimum Standards](#), driving innovation as and when required. The Head of PSHE Education co-ordinates 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 regularly to the Senior Management Team and Governors on the evolution and effectiveness of the programme.

Head of PSHE Education
September 2025
Annual Review



APPENDIX 1: SCHEMES OF WORK

Period	Date	Shell	Remove	Fifth Form	Lower Sixth	Upper Sixth
2a-2c	Wednesday-04-Sep	INDUCTION			Start of Term Admin	
2c	Thursday-12-Sep	New Challenges	Promoting Emotional Wellbeing	Building Resilience	SLF Science of wellbeing	Managing Transition
LTC	Tuesday-17-Sep			Living Together Conferences		
2e	Wednesday-25-Sep	Healthy Sleep	Attitudes to Mental Health	Peer Support	Mental health (Shocka)	Coping with Uncertainty
3	Monday-30-Sep	Confidence and Mindset for Learning	Organisation for Learning	Using Feedback for Improvement	Auditing your Learning	Plagiarism and Harvard Referencing
2d	Wednesday-09-Oct			Raising Awareness: Long Ducker 2022 (TMD and DLC)		
2d	Tuesday-15-Oct			Tutor Reports and Target Setting		
HALF TERM						
2a	Thursday-31-Oct	Online Safety / Preparing for Trials			Preparing for Trials	
2b	Wednesday-06-Nov	Positive and Healthy Friendships	Age of Consent and The Law	Sexual Harrassment Part 1	Becoming an Independent Learner	Careers 1
2c	Monday-11-Nov	Healthy Relationship Characteristics	Capacity to Consent	Sexual Harrassment Part 2	External Speaker: Justyn Larcombe (Problem Gambling)	Careers 2
EXEAT						
2d	Monday-18-Nov	Introducing Consent	Long Term Commitments	Sexual Violence	Universities talk from HRF and DH	Budgeting / Student Finance
2e	Thursday-28-Nov	News literacy	News literacy	Annie Katchinska: Exam Stress	News literacy	Dr Alex Maxwell: Exam Stress
2d	Friday-06-Dec			End of Term Admin		
CHRISTMAS BREAK						
2a	Tuesday-07-Jan	Start of Term Admin	Start of Term Admin		Start of Term Admin	MOCKS
2b	Monday-13-Jan	Procrastination and How to Manage it	Effects and Risks of Drugs	MOCKS	External Speaker: Sabina Gray	MOCKS
2c	Tuesday-21-Jan	Alcohol and Young People	Drugs and The Law	Careers 1	Drugs, Alcohol and The Law	Fertility and Parenthood 1
EXEAT						
2e	Monday-27-Jan	Smoking and Vaping (Zoe Shuttleworth)	Impact of Drug and Alcohol Use	Careers 2	Harm Reduction	Fertility and Parenthood 2
2c	Wednesday-05-Feb	Caffeine and Cannabis	The Importance of Rest and Recuperation	Parenting	Body Image: Natasha Devon	Body Image: Natasha Devon
4	Monday-10-Feb			Living Together Survey / Tutor Admin		
HALF TERM						
2c	Monday-24-Feb	Fellowship and Inclusion	Interest and Debt	Balanced Lifestyle	Careers 1	Payslips, Tax and National Insurance
2e	Friday-07-Mar	Puberty and Emotional Changes	Contraception	Financial literacy (Max Swan)	Careers 2	The Democratic Process
2b	Thursday-13-Mar	Careers 1	Unplanned Pregnancy and Pregnancy Choices	Staying Safe and Peer Pressure	External Speaker: John Hoskison (Risk and Consequence)	Building a Successful Revision Timetable
EXEAT						
2d	Thursday-20-Mar		Relationship Expectations	External Speaker: Zoe Shuttleworth (Festivals)	Sexual Images and Consent *	Wellbeing during examination periods
2d	Friday-28-Mar			End of Term Admin		
EASTER BREAK						
2a	Wednesday-23-Apr			Start of Term Admin		
2c	Wednesday-30-Apr	Sexual Orientation	RSE Conference *	Revision	RSE Conference *	Revision
4	Wednesday-07-May	Relationship Values	Careers 1	Study Leave	Car Ownership	Study Leave
EXEAT						
2b	Friday-16-May	Gender and Identity	Careers 2	Study Leave	Preparing for Revision	Study Leave
3	Wednesday-21-May			Tutor Reports		
HALF TERM						
2a	Friday-06-Jun	Online Safety	Responsible Online Relationships (Dr Aric Sigman)		Sustainability	
TRIALS						
2d	Saturday-14-Jun		Review of Long Ducker Funding (TMD and DLC)	GCSE Exams	Review of Long Ducker Funding (TMD and DLC)	A Level Exams
2e	Friday-20-Jun		Trials results		Trials results	
W/c 23rd June		Expeditions Week	Expeditions Week		Expeditions Week	
2c	Friday-27-Jun			Tutor Admin / Reports (Shell, Remove, L6)		

Statutory content is indicated by sessions in **bold**.

APPENDIX 2: PSHE EDUCATION IN THE ACADEMIC CURRICULUM

ART

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 in the face of a seeming proliferation of hate speech and trolling, particularly on 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 stimuli from platforms such as Instagram, Snapchat and Facebook.

The Shell year represents something of a ‘rite of passage’. As they take on the rigours of joining the Harrow community, for most boys, this year will represent the whole of their ‘formal’ education in art and design. It will, however, mark the beginning of a potential 2-4-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 that facilitates a good range of both conceptual and practical activities.

Diversity is promoted both through the Elective programme and the materials boys use, some of which, such as embroidery and batik, could be perceived as the traditional preserve of girls. 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 perceived primacy of male artists’ work.

RELATIONSHIPS

21B	S	R	FF	L6	U6	Total
Health and Wellbeing	6	6	7	8	6	33
Families and Relationships	8	8	4	3	1	24
Living in the Wider World	2	2	2	5	6	17
Tutor Periods	8	9	7	9	7	40
Learning Skills	3	3	2	3	2	13
Mock, Trials or Study Leave	2	2	9	2	9	24
Other	4	3	2	3	2	14
TOTAL	33	33	33	33	33	

- Many aspects of family and family values can be taught and discussed in Art, Photography and History of Art, where the disquieting and discordant can be explored, as well as the harmonious aspects of familial relationships.
- Study of Jenny Holzer’s *Truisms* encourages discussions of consent.
- Where age appropriate, sex and legality is explored through discussion of transgression in the work of Balthus and Egon Schiele, and in the work of Jake and Dinos Chapman.
- The theme of domestic abuse is explored through artists such as Gillian Wearing with her film *Sacha and Mum* 1996.



- Healthy sexual relationships are discussed through the lens of artists such as Nan Golding and Tamara de Lempicka; the converse can be explored through the work of painter Francis Bacon.

PHYSICAL AND MENTAL HEALTH

- Art can be discussed and made a powerful tool to support mental wellbeing. By exploring the visual aspects of the fast-changing digital world, boys can help teenagers navigate its benefits and pitfalls.
- Art can capture stillness and contemplation. A visit to a gallery or museum can freeze or slow time down as it is such an immersive experience. The department engenders a culture of savouring the moment, as captured in works such as *Carnation Lily, Lily, Rose* by John Singer Sargent or the paintings of Johannes Vermeer.
- Artists such as Van Gogh, Edgar Degas, Michelangelo, Georgia O'Keeffe, Mark Rothko and Edvard Munch all suffered from mental illness, and their works can be explored through this lens.
- Boys are encouraged to recognise the difference between the staged and the real so that they can make informed decisions about which websites are reliable and authoritative and those which are deregulated and promote harmful behaviours.

ECONOMIC WELLBEING

- The Art Department explores this theme through Andy Warhol's *Campbell's Soup Cans* or Duane Hanson's hyper-realistic, life-size sculptures of the 1970s and 1980s that depict figures held down by their own excess, overweight and overburdened by their distinguishing props.
- Discussions of art also engage in ideas about the price of works of art and who makes the decisions about a work's financial value.

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*).



HARROW SCHOOL

- 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 for example tachycardia, bradycardia, fibrillation and ectopic heartbeat (*heart health and disease considered more broadly*).
- The different types of pathogens 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 for example 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 such as arthritis or 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 wellbeing*).

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 for example 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 for example 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 for example 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 for example the Galapagos Islands, Antarctica, Snowdonia National Park and 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 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

All year groups learn how to remain safe and healthy in 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 how to handle them correctly; burns and cuts – understanding the correct treatment and procedures; hand washing and the use of barrier creams to prevent dermatitis;
- The Health and Safety at Work Act and Control of Substances Hazardous to Health (COSHH).

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 the low cost of producing plastics, boys learn about the comparative cost of recycling or disposing of them 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 biodegradable and photodegradable examples are developed. Society's overreliance on crude oil extends to fossil fuels. Boys learn about the chemical processes involved in refining our fuels, as well as how demand has an impact on global economics and geopolitics, in addition to the negative impact of oil spills on local economies and ecosystems, and the chemistry involved in preventing and cleaning such events.

IGCSE chemists are encouraged to understand the contribution of combustion engines to climate change, as well as low-level ozone, smog and poisonous gases that harm our 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.

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 to affordable medicine for 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 on their own values and those of the School 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 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 & ENGINEERING

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

- the 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 how to handle them;
- understanding the correct procedures for treating burns and cuts;
- handwashing and the use of barrier creams to prevent dermatitis;
- the importance of PPE when working on machine tools;
- at A Level, developing their 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 are 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 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.

Boys who choose to study the Computer Science IGCSE course 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 building skills in this context is an integral part of the department's curricular and co-curricular provision.

Families

- GCSE set Drama texts: pupils study *Blood Brothers*, which requires discussion and understanding of different psychological viewpoints on themes including mental health and wellbeing, poverty, social class, relationships of different kinds, and family situations through the 'lens' of the narrative situation.
- A-level set texts: pupils study *The Glass Menagerie* and *Hedda Gabler*, both of which focus on the complexity of human beings and their relationships. Pupils discuss at length historical and contemporary views around marriage and relationships and how these are portrayed in the written text as well as in live performance.
- Complex relationships are also explored, and how to determine which characters and relationships can be trusted and thought of as 'safe' or 'unsafe' within the pieces are discussed.

Relationships

- The set drama texts at GCSE and A Level allow for sophisticated and thoughtful discussion around relationships of romantic, sexual and platonic natures and coping with situations arising from these relationships.
- Pupils across KS4 and KS5 are given the opportunity to watch a wide range of live performances and streamed or digital theatre performances. Examples of productions are *The Glass Menagerie*, *Lovesong*, *Ghosts*, *Macbeth*, *The Life of Pi* and *Wise Children*, through which pupils view (and then explore through discussion) representations of relationships and stereotypes based on sex, gender, race, religion, sexual orientation or disability. The discussions in School are encouraged to be open, sensitive and respectful, and boys are aware of whom they can speak to about any issues or thoughts arising from these discussions. Pupils feel safe in discussion and able to speak freely because of the nature of discussing situations of characters but do also recognise that these situations and relationships occur in real lives.
- We frequently refer to practitioners, playwrights and performers from diverse backgrounds, race, ethnicities, genders and sexualities. Staff and boys can find a list of play texts and playwrights from different backgrounds on our Harrow Gateway page.
- A-level study of plays in performance involves *A Streetcar Named Desire*, which provokes necessary discussion around sexual (both consensual and non-consensual) relationships, and *Ghosts*, which requires discussion around sexually transmitted diseases and the stigma historically attached to this, as compared to management of and perspectives around STIs today.

- A range of plays studied will encourage discussion and focus on the elements of all aspects of health (usually mental health and wellbeing) and how this can be affected by choices made around sex and relationships.

Online safety

- Devising projects for GCSE and A Level Drama have frequently explored stimuli and themes relating to online and media safety.

Mental and physical health

- Drama lessons from Shell to Upper Sixth positively encourage discussion in a supportive manner. The nature of the study of performance and texts means boys will frequently focus on the complexity of the human nature and, in particular, mental health.
- Most Drama lessons begin with a physical, fun warm up, and the benefits of physical fitness and wellbeing are discussed along with the necessity of agility, focus and concentration.
- Warm-up sessions will also focus on the need to stretch and look after our bodies physically to avoid injury and stress in physical movement scenes.
- Through co-curricular drama we explore the necessity of managing workloads, regular sleep and good nutrition when boys are committing time and energy to rehearsals and drama performances.
- Discussions of plays and characters often present opportunity to explore the facts about legal and illegal drugs and their associated risks.
- Devising projects for GCSE and A Level Drama have explored stimuli and themes relating to dependency and addiction.
- When engaged in preparing practical performances, pupils engage with good practice in health and safety, incorporating ways of keeping themselves and others safe when rehearsing and performing work.
- Devising projects for GCSE and A Level Drama have explored stimuli and themes relating to body image.

The wider world

- Beaks and production staff in the theatre regularly speak to boys to advise on careers and qualifications in drama and theatre.

As part of Harrow's extensive co-curricular drama provision, a range of challenging context is explored. Discussions around boys' experiences growing up in today's 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), while not shying away from this crucial aspect of the subject. Ultimately, engagement in a drama production or project of any kind requires the development of personal qualities, notably empathy, awareness, clarity, commitment, discipline and ensemble working. The department takes these four key skill areas as its cornerstones, 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 that introduces the subjects. A variety of personal, social, health and economic topics are explored through the study of Economics and Business.

Families

- We discuss tax and consider tax benefits of being married as well as maternity and paternity pay as a benefit of employment – we then discuss the importance of retaining women in the workplace.
- We discuss shared parenting in maternity and paternity pay and why more women work part time and tend to be the primary carers for children.
- We discuss social trends for example the reduction in marriage, increase in divorce and smaller family units and the implications for example a reduction in household income, smaller housing units needed as well as more housing overall. We discuss the birth rates in different countries as part of globalisation and the HDI index and why Western countries have lower birth rates and why women wait longer to have children to further their career etc.

Relationships

- As part of motivation theory, we discuss the need for social interaction and friendship (Elton Mayo) and why social needs are important as part of work and life, and why some theories, such as those of F W Taylor, are criticised as they treat humans like machines.
- As part of HR, we cover conflict in the workplace, dismissal and tribunals, trade unions etc. We look at ACAS and how we can resolve conflict well and use arbitration where needed.
- As part of marketing, we look at segmentation and how products are aimed at different groups (by age, gender, ethnicity, culture, socio-economic grouping, location etc.) and how advertising shapes the way we think.
- We discuss trends for example the development of male make-up and healthcare products over the last decade and the attitudes to this.
- We cover globalisation and consider the way businesses adapt strategies for the local market for example, in India, McDonald's removes beef from the menu and adapts the menu for a mainly vegetarian and predominantly Hindu country.
- We discuss authoritarian leadership and the line between authority and bullying. We discuss leaders like Fred Goodwin and the damage his leadership did at RBS.
- We discuss management and leadership strategies and the best ways to motivate employees. We consider self-esteem, and people's needs, for example family and fulfilment.
- We discuss discrimination in the workplace and the legal framework for this (gender, sexual orientation, race, age etc.) and ways in which we can encourage diversity.

Online safety

- We consider fake news and how we can decide on good sources of news.
- We consider social media as a tool for increasing awareness of products and the effect of advertising. We discuss how branding affects us psychologically and the usefulness of the internet as well as the dangers.



- We consider social trends of online shopping, direct distribution and discuss how personal information is collected and used to, for example, target consumers via EPOS and direct marketing.
- We cover social media and online footprints as part of marketing and advertising and how marketing uses the internet to create desires for products and lifestyles that are unrealistic and aspirational. We consider the use of celebrity endorsements to raise sales and sell products.

Sexual health and relationships

- In globalisation, we consider different laws across the world including attitudes to women and access to education for girls, forced marriage etc.
- In development, we discuss the importance of the rule of law and examples such as Uber and the impact of sexual exploitation/rape/harassment.
- We cover health across the world and look at the HDI index. We discuss the prevalence of, for example, HIV in emerging economics and the effect it has on people living in these countries.
- We discuss the use of sex in advertising and the portrayal of women.
- We discuss sexual health and protection as a merit good example.
- We cover health in development economics and look at indicators such as HDI and the impact on development of high birth rates.

Physical and mental health

- We consider happiness as part of motivation and what constitutes success.
- As part of discussions about exam preparation, we cover the importance of exercise, eating well, breaks from revision etc. and how to manage stress.
- As part of the HDI index, we consider comparative health across the world.
- We consider whether governments should intervene in health for example the sugar tax and smoking ban and discuss issues such as diabetes Brazil, which has the highest per capita consumption of fizzy drinks.
- We look at the NHS and what should be provided free of charge and how governments should encourage healthy living for example by laws or by free classes at WeightWatchers®.
- We teach the topic of merit goods, which always involves examples of healthy eating and dental health.
- We consider the tobacco and alcohol industry in terms of taxation, consumption and pressures on public services.
- We look at inelastic goods that are caused by addiction for example cigarettes.
- We discuss vaccination in light of the pandemic; the costs, the distribution (particularly globally and the inequality) and the implications of good health on the economy.
- We teach vaccines as merit goods and give examples of over-use of antibiotics in cattle as a negative externality.

Economic wellbeing

We discuss a whole range of these topics from wage rates and personal finance to managing budgets, using credit and comparing developed countries with emerging economics, giving aid, immigration and using scarce resources. These include:

- explaining the difference between commercial and investment banks;
- what bonds are and how to make calculations;
- the importance of a diverse portfolio to balance risk;
- the importance of the herding effect and bubbles (housing, equities, crypto, NFTs), which can cause risk and great loss;
- how interest rates affect borrowing money, mortgages and bond prices.

ENGLISH

The English curriculum aims to foster boys' PSHE Education through the study of texts that provide access to a variety of perspectives and broaden understanding of different groups of people.

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 texts studied on the IGCSE – *Rebecca* by Daphne Du Maurier, *Othello* by William Shakespeare, and the poetry of Ted Hughes – encourage 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 (for example. anxiety and depression), and how characters in the novels present these feelings, for example exploring soliloquies from plays such as *Hamlet* and *Othello* 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. This theme is often explored through the trope of the unreliable narrator.

Internet safety and harms

The IGCSE English Language syllabus provides many opportunities to evaluate non-fiction texts, such as opinion articles, fact files, report, 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 Prize competition, open to all years and compulsory in the Shell, 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 English 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.

This year, IGCSE boys will explore the theme of marriage in *Rebecca* and *Othello*, texts in which an unequal marriage is portrayed.

Respectful relationships, including friendships

The Shell, IGCSE, and A-level curricula centre around analysis of the ways in which characters interact. Study of relationships in literature is an important means 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 (for example 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. Damaging racist and sexist stereotypes are confronted through the teaching of plays like *Othello* and *The Merchant of Venice*.



The English Department aims to foster good working relationships in the form room, teaching collaboration, mutual respect and support in 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 the aim that, in School and in wider society, boys can expect to be treated with respect by others and that, in turn, they should show tolerance and respect to others and of others' beliefs, including people in positions of authority.

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. We achieve this through effective modelling of discussion points and by 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, for example 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 and the L P Hartley Society offer opportunities for boys to develop public-speaking skills, with boys regularly giving talks. In our lessons, we teach speaking and listening skills that develop employability, teamwork and leadership. Our methods for ensuring that there is some employability teaching in our schemes of work include:

- 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, which will be marked using four categories: 1) quality of resources (for example 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 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 with rapid urban growth, specifically those related to the emergence of drugs and trafficking that prevail in 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 importance 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.

The A-level syllabus helps boys to expand on 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 boys 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 in 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 of 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 area of interest to them. Working as a team, individual learners are required to think creatively, establish themselves as effective participants, reflect positively on their own performance and, in doing so, begin to foster a skillset that can help them thrive.

HISTORY

History can 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.

Relationships

In the normal course of their teaching, Masters encourage boys to think about issues relating to developing relationships and friendships. This can be seen most obviously in the Shell course entitled 'Equality, justice and liberation through time.' This syllabus challenges boys to reflect on significant events in the past, such as the trans-Atlantic slave trade and apartheid South Africa, and understand the need to continue to challenge inappropriate and difficult behaviour in modern society. Pupils also learn about the power and importance of reconciliation through the study of the past.

Families

In studying both societies and the role of individuals in the past, pupils will encounter diverse information relating to relationships and how these affect happiness and wellbeing. For example, modernists will study the personal lives of leading Irish nationalist figures and medievalists will learn about relationship developed by statesmen and monarchs. Pupils studying IGCSE History will study the approach taken by extreme left- and right-wing political regimes in creating policies relating to families. For example, in the Fifth Form, pupils will analyse the attitudes towards family life fostered in Nazi Germany and why this changed in the late 1930s. In addition, when studying the Cold War, pupils will reflect on how different Communist regimes looked to install certain ideas regarding family life.

Online safety

In the Shell year, boys complete a World War I project, which is largely based on online research. Masters brief the pupils on the importance of online safety at the start of this process. This is constantly reinforced in relation to always being careful about checking the veracity of



information shared online. This project encourages critical-thinking skills that are vital to online safety.

Mental and physical health

The History curriculum provides a rolling syllabus from the 8th to the 20th century in British, European and world history. Depending on the period studied, pupils 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 (for example plague). Pupils learn about different aspects of mental health and the impact that it has on nations, not least in their study of World War I in the Shell year. There is a great deal also offered in respect to this by the IGCSE course with its focus on the inter-war years as well as the Cold War. IGCSE History includes an account of alcoholism in the USSR during the Cold War and the damaging impact that this had on the population.

Economic wellbeing and the wider world

History offers a huge amount to pupils in terms of economic wellbeing and preparing for the wider world. For example, pupils learn about:

- legislative and judicial issues, for example. why the Nazi regime passed laws discriminating against some groups of people.
- issues to do with rights and responsibilities, for example 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, for example the influence of Versailles on international relations in the 20th century, or the legacy of the Cold War;
- social, religious, economic, political and cultural issues, for example the reasons behind Tudor rebellions, the experience of different religious groups in early modern England and Europe; the use of propaganda in World War II, compared with current spin-doctoring; and the achievements of historic Islamic states;
- local issues, for example. the experience of Harrow in a wider historical context, for example the First and Second World Wars.

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

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, Elective programmes throughout the School and the Summerson Society.

The Pearson Edexcel syllabus requires students to study works from beyond the Western canon of art, encouraging tolerance and acceptance. While the syllabus at Harrow School is packed



with a diverse array of artists, the thematic course on 'identity' specifically requires boys to think about different experiences of the world including through the prism of gender and ethnicity. Looking at different representations of world views 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. Through the study of contemporary art, we look at voices of those who have historically been suppressed such as African American artists David Hammons and Kara Walker, or British-Nigerian artist Yinka Shonibare. Furthermore, the syllabus requires boys to look at 'critical texts', encouraging them to think about how artworks have been interpreted by different individuals, be they primary or secondary sources. This encourages them to think critically before formulating their own responses to the works. The course also encourages more transferable skills for example asserting their own substantiated points of view through essay writing, building confidence through presentations, and building trust and friendship through pair work in the safe space of the Art History form room.

In addition to the syllabus, in the Upper Sixth, boys read, as a class, John Berger's *Ways of Seeing* (1972), 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, Berger 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 an array of Electives. In Sixth Form, these have covered such topics as 'The History of Venice', which, amidst other things, allowed us to consider why Shakespeare chose to set both *Othello* and *The Merchant of Venice* in the city and evaluated how cosmopolitan the city really was; 'The 450 Million Dollar Painting', which looked at the 'brand' of Leonardo da Vinci and the mechanisms of the art world, and 'Iconoclasm', which looks at the myriad motivations that can lead to the destruction of images. In the Fifth Form, boys are introduced to notorious artworks from the 20th century created by both male and female artists and architects in 'A Load of Pollocks: A brief history of the Avant-Garde'.

Finally, the Summerson Society offers a range of talks delivered both by boys and external speakers on a variety of subjects including, more recently, a talk by author Katy Hessel on 'The Story of Art Without Men', which challenged our assumptions about the patriarchal Western canon of art. 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. Following its success in Sixth Form, it has now also been rolled out to the Lower School.

MUSIC

Discussion of emotions and using language to communicate emotional states is central to Music teaching and forms a key pillar of teaching throughout almost all 'appraising' modules. Many other PSHEE themes are explored through music. These include:

Marriage and relationships

- Healthy relationships are explicitly explored in the context of chamber music teaching, for example working together, treating others with kindness and respect, having clear boundaries in a context of emotional and creative vulnerability.
- The concept of consent is explicitly relevant in individual music lessons, where VMTs model actively seeking consent by always checking with a pupil before demonstrating a technical position or moving their pupil's body.
- The relationship between Clara and Robert Schumann is explored at A Level.
- Johann Sebastian Bach married twice, having seven children with his first wife and 13 with his second. This is mentioned at GCSE and at A Level in connection with set works by Bach.

Stereotypes, community and diversity

- Freddie Mercury/Queen is a GCSE set work. As part of this topic, the boys are taught beyond the core Music curriculum about LGBT+ issues, links between LGBT+ communities and musical cultures, and HIV/AIDs including social history aspects.
- Stereotypes are explored and prejudice combatted in the teaching of world music and fusions in GCSE teaching, for example demonstrating that many great composers do not conform to the stereotypical middle-class white male.
- The benefits of community participation are modelled through the many and varied musical experiences including concert-giving, particularly in ensembles.

Physical health

- Learning a musical instrument fulfils many of the cardio and other physical benefits of moderate exercise as well as having proven benefits to mental and emotional wellbeing.
- The characteristics and risks of opioids are explored through the teaching of Berlioz at A Level.
- Hygiene is a key concept in individual music lessons and ensemble music making, especially through the Covid era and especially in the context of shared equipment or ensemble music making.
- Some elements of puberty are covered in the exploration of adult and child singing voices and the biological changes in people that have musical implications.

The wider world

- The nature of the internet is explored through composition teaching, where copyright, creative freedom and the inability to control material once it is shared with the world is a topic of discussion.
- The economic role of music is explored in composition teaching through the prism of online publication of new music.

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 through independent boy-led initiatives. The exam theme each year also gives



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the boys the opportunity to tackle current affairs and real-time issues in the news, and to 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 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 a 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. 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 about 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.

PHYSICS

- The Lower Sixth biographical study project, which is part of the A Level practical accreditation, focuses on the History and Sociology of Physics, encompassing areas which include relationships, discrimination issues, equality, diversity, consent, sexual relationships and mental health.
- As a department, we emphasise building constructive relationships while undertaking practical work, with groups or pairs, understanding each other's strengths and weaknesses, and being tolerant of each other's opinions and idiosyncrasies.
- EES projects see boys working closely in groups over an extended period, building understanding of each other's approaches and supporting each other regardless of differences. These projects also provide insight into career options.
- The department encourages discussion and critical thinking by regularly employing the Harkness method for problem solving sessions, especially in the Sixth Form.
- Boys are encouraged to be active, to stand at whiteboards, to conduct experiments standing up, to maintain a healthy approach and to be mindful of their safety.



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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 affect 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) enquiries, 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 in Christianity and Islam.

At A Level, the A-level options entail 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 that 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 these topics require the study of 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 real-life. While euthanasia is not permitted in the UK, 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 area of interest to them. Working as a team, individual learners are required to think creatively and critically, establish



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themselves as an effective participant, reflect positively on their own performance and, in doing so, begin to foster a skillset that can help them thrive.



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APPENDIX 3: PSHE EDUCATION IN OTHER AREAS OF SCHOOL LIFE

CHAPLAINCY

The multi-faith Chaplaincy made up of priests, imams and rabbis 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; the 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.

Monotheistic 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 encourages 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 also focuses on 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 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. The 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, the risks of addictions to one's self and the consequential impact, prejudices, understanding the richness of wealth and the richness of



being, relational openness and integrity, what it is to be human, the value of marriage and committed relationships, the nature of freedom and joy, self-worth, finding hope in difficulty, the value of others, finding peace in stress and struggles, bereavement and grief, as well as respect for others irrespective of race, sex, age, ability, gender, sexuality, background, culture and religion.

THE DUKE OF EDINBURGH'S AWARD SCHEME (DOFE)

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 DofE is stressed to the boys. The DofE 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 in 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 regular exercise. This promotes the importance of fitness both to physical and mental wellbeing.

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 the disposal of bodily waste into the environment. These topics are covered in the classroom and 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. 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 their Remove year, with many progressing on to be cadets in specific Sections of the HRC throughout the Fifth Form. A good proportion then progress on to be Senior Cadets throughout the Upper and Lower Sixth, 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 is paramount.

During these different phases, there is a focus on a range of activities that link with topics in the PSHE Education curriculum.

Respectful relationships

The Army Values and Standards (CDRILS) refers to Respect for Others. This includes tolerance of others' beliefs and a respect for authority and the chain of command.

Physical health and fitness

Cadets are offered an introduction to Physical Training (PT) during the recruits' course in the Remove. 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 focuses on combatting PTSD and on mental health issues that could form part of a cadet syllabus in the future.

Health and prevention

Cadets are trained in health and hygiene (importance of washing, drinking clean water, management of cuts) as part of expedition training when linked To the Duke of Edinburgh's Award scheme. Many of the cadets progress through the Bronze and Silver Awards while 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. They 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 School's 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 Harrow's 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 helps to prepare 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 about 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 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 has a positive impact on the educational outcomes for young people from both Harrow and the local community. This has never been more relevant. Many organisations are facing very significant funding challenges, and some are at risk of collapse. SE will be placing an emphasis on filling the gaps in the local provision that 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 ways.

An example of a successful SE partnership is with London's Community Kitchen. London's Community Kitchen (LCK) is a food charity that supports the community through helping those living in, or in danger of, food poverty. LCK has established an extensive network of food suppliers who work using a 'zero waste, zero hunger' model. Working with other charities, they operate as a food hub and run weekly food markets to serve families and vulnerable people in the Boroughs of Harrow, Barnet and Brent who suffer from food poverty. In addition, they serve local schools and support other outreach projects.

Between 15 and 20 Harrovians volunteer on the course. For the boys who take part in this programme, food poverty is no longer something 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 builds empathy, compassion and understanding. LCK is one example of many SE programmes presenting similar opportunities for service. The outcomes for Harrovians described above are a key part of them all.



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 that 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 a high-performance programme that aims to nurture, stretch and challenge those individuals who wish to pursue their chosen sport at the highest level and 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 and face challenge with confidence. 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 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 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 Harrow Gateway 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 Wellbeing and Sports Psychology. A booklist will accompany the display, with signposts to charities and relevant agencies for further reading and support, and other online resources.

The fiction collection in the Reading Room has age-appropriate books for boys to 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 in alleviating 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 are also 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 amid the demands of the 21st century.

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

12 noon in Speech Room on Friday 18 Oct 2024: Mr Alastair Land, Dr Stephen Harrison, Mr Simon Taylor, Mr Charles Bailey and Fr Nic Tivey

Presentation for Upper Sixth Parents: **Preparing our sons for university** 10.30am in Speech Room on Friday 15 November 2024: Dr Aric Sigman

Presentation for Fifth Form Parents: **Raising teen boys in a digital age**
10.30am in Speech Room on Friday 24 January 2025: Dr Kathy Weston

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

11am in Speech Room on Friday 14 Feb 2025: Mr Alastair Land and Miss Hannah Fox

Presentation for Shell Parents: **'Those awkward conversations': Talking to young people about pornography, sex and consent**

10.30am in Speech Room on Friday 14 March 2025: Isla van Tricht

Presentation for Remove Parents: **Supporting young people to make safe choices about drugs**
10.30am in Ryan Theatre on Friday 9 May 2025: 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.

There are also immediate, controversial issues rising from the news that 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, co-operation and support. PSHE Education therefore has a key role to play in developing their knowledge, skill and confidence in approaching complex issues and in recognising that attitudes towards these are likely to be influenced by their own values, world view 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 in 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 or private lives. We will discuss examples but will not use names or descriptions that 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 choose not to answer a question or participate 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, behaviour, 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 ask anything intended to embarrass someone.
- **Seeking help and advice:** If we need more help or advice, we know how and where to seek it both in and outside the School. We will encourage friends to seek help if we think they need it.

SAFEGUARDING BOYS AT RISK

You may not know of any current issues among your tutees; every lesson, however, 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 or 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 by 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 to 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 whom to talk to in and outside School should they require 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.

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

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 the Tutor needs 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 DSL.

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 before 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.



APPENDIX 6: ASSESSMENT IN PSHE EDUCATION

In line with Government guidance on the delivery of RSE and Health Education, both teaching and learning in PSHE Education at Harrow are assessed.

ASSESSMENT OF TEACHING

The efficacy, relevance and suitability of PSHE Education lessons at Harrow are continuously reviewed. The schemes of work and lessons plans are adapted in response to observation of teaching, Tutors' feedback, pupil voice and outcomes. These are monitored in the following ways:

- learning walks by the Head of PSHE Education and SMT;
- workbook scrutiny;
- Boys' Pastoral Advisory Committee (pupil voice);
- annual Living Together Survey (pupil voice);
- feedback from Tutors at meetings with the Head of PSHE Education;
- boys' attainment in formal assessments;
- confidence expressed by boys in formal and informal assessments.

FORMAL ASSESSMENT

At the end of each unit of work, pupils undertake a short formal assessment. These assessments take the form of a test delivered through Microsoft Forms and are designed to assess whether each boy has understood and digested the factual elements of the module (such as the law). Boys also have the opportunity to rate their confidence in each module.

Each Tutor receives a copy of their tutees' results. Where a boy has not understood certain elements of the course, the Tutor is required to follow up with him in the House to ensure that he has a thorough grasp of the topic. Data from these assessments are retained and analysed to monitor the efficacy of the course.

CONTINUOUS ASSESSMENT

Harrow's PSHE Education lessons are structured according to guidance from the PSHE Association (funded by the Government) in order to facilitate continuous assessment. In this boy-focused model, Tutors respond to their tutees' level and knowledge and adapt their lesson plans to suit the group's needs. Each RSE or Health Education lesson begins with a baseline assessment, includes opportunities for Tutors to measure understanding through activity, and concludes with a summative assessment.

BASELINE ASSESSMENT

Baseline assessments provide boys with an opportunity to map out what they already know about a subject. These assessments can take various forms:

- write and draw – for example Tutors might ask boys to draw and label a picture of a person with good mental health;



- graffiti wall – Tutors invite boys to add their ideas on the topic to the board or a space in their workbook;
- a quiz;
- initial responses to images or words.

The aim of these exercises is to gauge the boys' starting points, not to suggest answers. Tutors adapt the lesson that follows in response to these baseline assessments. If there is very little knowledge or severe misconceptions about an area, Tutors will spend more time on that area. These baseline assessments will inform the pace of the lesson, the amount of beak modelling needed, and whether the Tutor can draw on peer expertise.

ASSESSMENT FOR LEARNING

Many of the activities in the workbooks and group activities in the lesson plans are examples of assessment for learning. The sort of activities this includes are:

- verbal questioning;
- small-group discussion;
- matching, ordering, and sequencing activities;
- role-play activities;
- keyword recognition;
- feedback from pair work.

Tutors engage and interact with their tutees during these activities to see how much they understand. They will know whether to move on or revisit a concept.

SUMMATIVE ASSESSMENT

In order to assess how much tutees have learnt, most lesson plans end by returning to the baseline assessment. For example, boys might be asked to add to their mind maps or graffiti walls in a different colour. Tutors can see at a glance how much they have added and corrected.

IPSATIVE ASSESSMENT

Boys' own assessment of their confidence in each subject is key to measuring the success of PSHE Education teaching. Tutors give boys regular opportunities to indicate their confidence level in each topic. Tutors use a variety of techniques such as the traffic light system, emoji selection, exit cards, or standing on a scale for younger groups. Tutors respond to these indications by shaping their lessons accordingly, following up with individual boys, and feeding back their insights to aid course design.