



RSE AND PSHE EDUCATION POLICY

OVERVIEW

This document sets out the School's policy on RSE (Relationships and Sex Education) and on PSHEE (Personal, Social, Health and Economic Education).

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 RSE and PSHEE which is age appropriate, reflects the School's purpose and values, and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act¹.

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

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

RSE AND PSHE EDUCATION

RSE and 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 and Sex Education \(RSE\) and Health Education](#) in December 2025, with this updated guidance coming into force from September 2026. 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.

RSE AND PSHE EDUCATION AT HARROW

RSE and 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.

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.



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 PSHEE-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).

The September 2026 statutory guidance asks schools to consider seven key principles in implementing effective RSE and PSHEE:

1. Engagement with pupils

- All boys at Harrow are regularly surveyed about their PSHE lessons, through regular end-of-unit quizzes, and through the annual Living Together Survey. Information from these sources is fed back into planning processes
- Student-voice panels also assess boys' experience of PSHE Education. The Second in Department runs specific PSHE panels with boys, the Head of PSHE Education chairs the boys' EDI committee, and the Boys' Pastoral Committee regularly discuss PSHEE.
- Boy-led initiatives within PSHE are regularly promoted and implemented.

2. Engagement and transparency with parents
 - Parents are consulted on the RSE and PSHEE policy each year
 - Parents have access (ahead of lessons taking place) to the curriculum map, lesson plans, resources and policies through the School's dedicated [PSHE Education website](#)
 - Parents receive a half-termly update detailing what boys have been taught in PSHEE lessons
 - All parents are invited to a parent talk each year, on a different topic
3. Positivity
 - All topics are approached positively, with particular regard to the protected characteristics under the Equality Act
 - Staff are given training on creating a safe learning environment in PSHEE lessons
4. Careful sequencing
 - The curriculum at Harrow follows a careful spiral, ensuring that topics are revisited at key points throughout a boy's career at Harrow, and at age-appropriate moments
 - The government's guidance is carefully referenced to our lessons to ensure that all statutory points are covered
5. Relevant and responsive
 - The programme is continually updated each year, not just in response to irregular government updates, but to current trends both nationally/internationally and trends identified through collaboration with colleagues across the School
 - Boy-voice is used, as per point 1, to inform the programme and ensure it meets their needs
6. Skilled delivery and participative lessons
 - All tutors receive regular INSET on PSHE Education
 - All tutors meet with the Head of PSHE Education multiple times per year for further, irregular training
 - All lesson plans are designed to be interactive, participatory, and conversation-based, to ensure that ideas are explored fully
7. Whole-School approach
 - Regular conversations and information flows are supported between the Head of PSHE Education and:
 - i. The Deputy Head Pastoral, the Director of Safeguarding, and the Senior Deputy Head
 - ii. All tutors
 - iii. Boys
 - iv. The Heads of Careers and Learning Skills
 - v. The Medical Centre
 - vi. House staff including House Masters, Assistant House Masters and Matrons
 - vii. Heads of Subject
 - viii. The Chaplaincy
 - This ensures that the programme is reflective of the needs of the School, and that PSHE Education is embedded as a pillar of the whole-School approach to building boys' character



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 Deputy Head Pastoral, 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 statutory content 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.

- 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.

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.

³ PSHE education is timetabled for a different academic period each week, which rotates through periods that will not be missed for exeats 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.



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 Senior Deputy Head to discuss their thoughts in person.

The lessons in our curriculum which are defined as Sex Education are:

- Shell: Consent
- Remove: Contraception and STIs
- Remove: Unplanned Pregnancy and Pregnancy Choices
- Remove: Consent

It is important to note that RSE lessons on Relationships may still discuss topics related to sex, for example sexual abuse, or avoiding sharing inappropriate material online. This can be done without describing details of any sexual activity involved, and are therefore not defined as Sex Education.

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 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, and is chaired by the Head of PSHE Education. In addition, all boys' views are assessed through regular PSHE Education surveys 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 Deputy Head Pastoral 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 Deputy Head Pastoral 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 Deputy Head Pastoral and its membership includes *ex officio* the Senior Deputy Head, 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
June 2026
Annual Review



HARROW SCHOOL

APPENDIX 1: SCHEMES OF WORK

Period	Date	Shell	Remove	Fifth Form	Lower Sixth	Upper Sixth
2a-2c	Wednesday-09-Sep	INDUCTION	Start of Term Admin	Start of Term Admin	Start of Term Admin	Start of Term Admin
2a	Wednesday-16-Sep	New Challenges (include pastoral side of mindset)	Promoting Emotional Wellbeing	Building Resilience	Science of wellbeing	Managing Transition
2a-2e	Tuesday-22-Sep	Living Together Conference	Living Together Conference	Living Together Conference	Living Together Conference	Living Together Conference
2b	Monday-28-Sep	Personal safety and public behaviour (new session)	Age of Consent and The Law	Sexual Harassment Part 1	Auditing your Learning / Becoming an Independent Learner	Bold Voices follow up session
3	Monday-05-Oct	News therapy	Capacity to Consent	Sexual Harassment Part 2	Executive Functioning	Budgeting / Student Finance / Fraud and scams
5	Wednesday-14-Oct	Raising Awareness: Long Duckler	Raising Awareness: Long Duckler	Raising Awareness: Long Duckler	Raising Awareness: Long Duckler	Raising Awareness: Long Duckler
5	Monday-19-Oct	Tutor Reports and Target Setting	Tutor Reports and Target Setting	Tutor Reports and Target Setting	Tutor Reports and Target Setting	Tutor Reports and Target Setting
2a	Thursday-05-Nov	Online Safety / Preparing for Trials / Mindset	Organization for Learning / Revision skills	The Science Behind Learning / Feedback for improvement	Plagiarism and Referencing	Careers 1: Networking and LinkedIn (Speech Room)
2c	Tuesday-10-Nov	Mental Health Awareness Day / Healthy Sleep	Mental Health Awareness Day / Attitudes to Mental Health	Mental Health Awareness Day / Peer Support	Mental Health Awareness Day	Mental Health Awareness Day / Coping with Uncertainty
2b	Thursday-19-Nov	Positive and Healthy Friendships	Neurodiversity	Sexual Violence	Universities talk from WJC and DH	Careers 2: Graduate Selection Day Competition
2c	Monday-23-Nov	Consent (Isa Van Tricht)	Long Term Commitments	Misogyny, incel culture, FGM	Steroid abuse	Preparing for Revision
2c	Friday-04-Dec	Healthy Relationship Characteristics	The Democratic Process	Families and parenting	Body Image: Natasha Devon	Dr Maxwell: Exam Stress
2d	Friday-11-Dec	End of Term Admin	End of Term Admin	End of Term Admin	End of Term Admin	End of Term Admin
2a	Tuesday-12-Jan	Start of Term Admin	Start of Term Admin	Start of Term Admin	Start of Term Admin	Start of Term Admin
2e	Wednesday-20-Jan	Alcohol and Young People	Effects and Risks of Drugs	MOCKS	External Speaker: Sabina Gray	MOCKS
2e	Thursday-28-Jan	Smoking and Vaping (Zoe Shuttleworth)	Drugs and The Law	Careers 1: Compelling CVs (Speech Room)	Drugs, Alcohol and The Law / Harm Reduction	First Aid - Med Centre
2b	Wednesday-03-Feb	Caffeine and Cannabis	Impact of Drug and Alcohol Use	Careers 2: CV Writing	News Literacy	Fertility and Parenthood
4	Wednesday-10-Feb			Living Together Survey / Tutor Admin		
2e	Monday-22-Feb	Fellowship and Inclusion	Interest and Debt	Balanced Lifestyle (include Food and energy drinks)	Careers 1: Tailoring your CV and Personal Brand (Speech Room)	External Speaker: Zoe Shuttleworth (Holidays)
2b	Friday-05-Mar	Careers 1: Uniform Launch in Speech Room	Contraception and STIs	Staying Safe and Peer Pressure	Careers 2: BM Course: Analysing Data with Excel	Homelessness
2c	Thursday-11-Mar	Careers 2: Careers Testing	Unplanned Pregnancy and Pregnancy Choices	Financial Literacy (Maxi Swan)	External Speaker: John Hoskison (Risk and Consequence)	Life skills
2d	Thursday-18-Mar	Puberty and Emotional Changes	Relationship Expectations	External Speaker: Zoe Shuttleworth (Summer Fun and Fest)	Car Ownership	Finance at work / pensions
2d	Thursday-25-Mar	End of Term Admin	End of Term Admin	End of Term Admin	End of Term Admin	End of Term Admin
2a	Tuesday-20-Apr	Start of Term Admin	Start of Term Admin	Start of Term Admin	Start of Term Admin	Start of Term Admin
2c	Wednesday-28-Apr	Sexual Orientation	RSE Conference 2a and 2d	Revision	RSE Conference 2a and 2d	Revision
2d	Monday-03-May	Relationship Values	Careers 1: Making Informed Choices	Revision	Sexual Images and Consent *	Revision
2e	Friday-14-May	Sex, gender and the Equality Act	Careers 2: Careers Treasure Hunt	Study Leave (TBC)	External Speaker: Justyn Larcombe (Problem Gambling)	Study Leave (TBC)
2d	Wednesday-19-May	Procrastination and How to Manage It	The Importance of Rest and Recuperation	Study Leave (TBC)	Preparing for Revision	Study Leave (TBC)
3	Wednesday-26-May	Tutor Reports	Tutor Reports	Study Leave (TBC)	Tutor Reports	Study Leave (TBC)
2b	Tuesday-08-Jun	Online Safety / Scams / Technology addiction	Staying safe online	HALF TERM		
2d	Saturday-19-Jun	Pride Month / Long Duckler Review	Pride Month / Long Duckler Review		Sustainability	
2e	Friday-25-Jun	Trials results	Trials results	GCSE Exams	Pride Month / Long Duckler Review	A Level Exams
W/c 28th June		Expeditions Week	Expeditions Week		Trials results	
2c	Friday-02-Jul	Tutor Admin / Reports (Shell, Remove, L6)	Tutor Admin / Reports (Shell, Remove, L6)		Expeditions Week	
					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

- 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, beaks 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*).
- 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.

SPECIFIC CONTENT POINTS

Specific content points from the statutory guidance that are covered in the Biology curriculum are as follows:

Statutory learning points (Health and Wellbeing)	How is this covered in Biology?
Factual information about the prevalence and characteristics of more serious health conditions.	CHD, emphysema, lung cancer, bronchitis all covered in Shell Spring term.
	Diabetes and kidney failure covered in Remove Autumn term.
The science relating to blood, organ and stem cell donation.	Shell Autumn term – full year group
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.	Balanced diet covered in Autumn term of Remove and the impact of
The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.	Symptoms and biological causes of type 2 diabetes and CVD covered in Fifth Form and Shell respectively.
Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.	Antibiotic resistance taught in Fifth Form.

	Bacteria, viruses, spread, infection and antibiotics covered in A level Biology in the Lower Sixth.
The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	Taught in Shell Spring term to include vaccinations.
The main changes which take place in males and females, and the implications for emotional and physical health.	Development of secondary sexual characteristics covered in Fifth Form Biology
About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary healthcare professionals syndrome (PCOS). When to seek help from healthcare professionals	Menstrual cycle covered in Fifth Form Biology Autumn term but does not covered endometriosis, PCOS formally. Discussion of fertility and fertility treatment (including IVF and surrogacy) included at beak discretion currently.
The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.	Miscarriage and pregnancy loss discussed in Fifth Form
	Discussion of placenta and its use for filtering blood during pregnancy.
The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	Informally discussed in the Fifth Form reproduction unit covered in the Autumn term. Linked to fertility and factors causing the decline in fertility.

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

Online safety and digital citizenship

- In Shell computing, the first few weeks are devoted to a structured introduction to digital hygiene and responsible technology use. All boys are issued with a Surface device, and the opening lessons focus on responsible use of technology, ensuring that everyone understands their rights and responsibilities when operating online. The course introduces how information and data are generated, collected, stored and shared online, with particular attention given to risks associated with social media, scams, phishing, and grooming. Guidance is provided on how to respond to online problems such as cyberbullying or harassment and where support can be found within and beyond the School.
- In Remove and Fifth Form Computer Science, these ideas are reinforced through study of computer systems and networks. Topics include threats such as malware, hacking and social engineering, alongside protective technologies such as firewalls, authentication and encryption. These topics emphasise the importance of protecting personal data and using networks safely.



- In the Sixth Form, discussion extends to the broader implications of digital systems in society, including privacy, surveillance, data collection and the responsibilities associated with managing or developing large-scale information systems.

Digital behaviour and respectful communities

- In the Shell year, lessons emphasise that the same expectations of behaviour apply online as in person. Teaching explores respectful communication, responsible use of messaging and social media platforms, and the long-term consequences of an online footprint. These discussions encourage reflection on how digital technologies shape communication and relationships.
- In Remove and Fifth Form Computer Science, the ethical implications of computing systems are considered in greater depth. Topics include misinformation, manipulation through online platforms and the importance of respectful interaction within digital communities.
- In the Sixth Form, these themes are explored further through discussion of algorithmic influence, echo chambers and the social consequences of online platforms. Such discussion encourages critical thinking about how technology can reinforce harmful attitudes or misinformation and highlights the responsibilities of technology developers and users in shaping online culture.

Artificial intelligence and emerging technologies

- In the Shell year, boys are introduced to the concept of artificial intelligence and how modern digital systems can use data to make predictions or recommendations. These discussions provide an early introduction to both the opportunities and limitations of AI systems.
- In Remove and Fifth Form Computer Science, teaching begins to explore the broader implications of automated systems and large-scale data processing. Lessons encourage critical evaluation of digital information and reinforce the importance of verifying sources and recognising unreliable or manipulated content.
- In the Sixth Form, these ideas are developed further through wider discussion of artificial intelligence and emerging technologies. Topics include algorithmic bias, ethical concerns surrounding AI systems and the risks associated with synthetic media such as deepfakes. Consideration is also given to the responsible use of AI tools within education and society.

Health, wellbeing and balanced technology use

- In the Shell course, boys are encouraged to develop healthy digital habits and to reflect on how technology affects everyday life. Discussion includes managing screen time, maintaining a balance between online and offline activities, and recognising the potential impact of digital technology on concentration and wellbeing.



- In Remove and Fifth Form Computer Science, reflection continues on the role of technology in supporting learning while avoiding unnecessary distraction. Lessons often highlight how digital tools can be used productively and responsibly.
- In the Sixth Form, greater emphasis is placed on how digital technologies are used in academic study and the workplace, encouraging thoughtful use of technology that supports productivity, collaboration and wellbeing.

Cybersecurity and responsible computing

- In Shell computing, boys receive an introduction to the importance of keeping devices secure and understanding basic risks associated with online systems.
- In Remove and Fifth Form Computer Science, cybersecurity is explored more formally through topics including malware, viruses, firewalls, encryption and secure authentication. These topics help develop understanding of how computer systems are protected and why safeguarding personal and organisational data is essential.
- In the Sixth Form, these ideas are extended to include discussion of secure system design, ethical responsibilities of software developers and the broader societal impact of cybersecurity threats affecting governments, businesses and individuals.

The wider world and careers in technology

- Throughout the Shell and Remove years, boys develop an awareness of how computing technologies influence everyday life, communication and the modern economy.
- In the Fifth Form Computer Science course, study of computer systems highlights their application across a wide range of industries, helping boys to understand the growing importance of digital skills and technological literacy.
- In the Sixth Form, Computer Science courses and elective modules provide opportunities to explore practical computing skills such as programming, hardware systems and building personal computers. These activities also encourage consideration of careers in technology and the responsibilities associated with designing systems that influence society on a global scale.

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 consider the gender pay gap and reasons for this.

- 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.
- We cover entrepreneurs and look at characteristics that makes someone successful. We then discuss influencers, misogyny and the ethics and views of people like The Tate brothers and The Wolf of Wall Street.

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 discuss online influencers and the use of social media to make money- we then consider how views are quickly spread including incel culture, deepfakes, exploitation and abuse and how Businesses should regulate against this and in a global environment if this is even possible.
- 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.
- We discuss relationships and equality and consider misogyny and the “manosphere”. We consider the rise of influencers and the role of government and business to intervene.
- 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 – *I'm the King of the Castle* by Susan Hill and *What It Means When A Man Falls from the Sky* by Lesley Nneka Arimah, *The Tempest and Midsummer Night's Dream* by William Shakespeare, and the '*Songs of Ourselves*' poetry collection – 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 voting, cancel culture, 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. The IGCSE poetry collection contains the poem 'Follower' by Seamus Heaney, which allows students to explore the impact of parent/child relationships, particularly Fathers and Sons. It also includes Katherine Philips, 'A Married State' a 17th century poem which explores the importance of equality in married relationships.

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 *A Midsummer Night's Dream*, 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*. As well as through novels like Arimah's 'What It Means When A Man Falls from the Sky'.

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.

Misogyny

Many literary texts explore the experiences of women and examine the impact of sexism, misogyny and gender stereotypes on individuals and society. It is the aim of the English Department to encourage thoughtful reflection and analysis of these themes, teaching the boys how to discuss sensitive topics in respectful and informed ways. Through literature, students are encouraged to consider how attitudes towards women have changed over time, how prejudice can be perpetuated, and why harmful beliefs and behaviours should be challenged.

As a Department, we explore these ideas through a wide range of texts. At A Level, students studying Carol Ann Duffy's *Rapture* consider representations of female experience and relationships, while *A Streetcar Named Desire* explores the impact of misogyny on Blanche DuBois and the limited choices available to women. In our study of *Hamlet*, students engage with critical debates surrounding Hamlet's attitudes towards women and examine how different productions have interpreted Ophelia's character over time. At GCSE, *What It Means When a Man Falls from the Sky* explores the complexities of girlhood and violence against women, while poems such as Aphra Behn's *Song: Love Armed* and Liz Lochhead's *Storyteller* open up discussions about women's experiences, resilience and the importance of female community. We achieve this through effective modelling of discussion points and by guiding boys through these discussions in carefully planned ways.

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

- How stereotypes, particularly those based on sex and gender, can cause damage by encouraging prejudice, perpetuating harmful assumptions and, in some cases, normalising unacceptable behaviours.
- That literature can help students recognise misogyny and other forms of prejudice and understand the importance of challenging harmful beliefs and attitudes.
- That online content can present a distorted picture of the world and may normalise or glamorise behaviours that are unhealthy and wrong, including misogyny and violence against women and girls.
- That both historical and contemporary texts can help students understand the links between sexism, misogyny and violence against women and girls, and encourage thoughtful discussion about how individuals and societies can respond to prejudice.

- That respectful discussion, empathy and critical thinking are essential when engaging with differing perspectives, and that prejudice should be identified and challenged wherever it is encountered.

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.

Sustainability

Sustainability and Environmental Responsibility

Many literary texts encourage reflection on humanity's relationship with the natural world and our responsibility towards it. Through poetry and prose, students encounter both celebrations of the environment and warnings about its degradation. Texts such as *Report to Wordsworth* by Boey Kim Cheng, *Lament* by Gillian Clarke, and *Where I Come From* by Elizabeth Brewster invite students to consider the beauty, fragility and significance of the world around them. It is the aim of the English Department to encourage thoughtful discussion of these themes, helping boys to reflect on their role as responsible global citizens and to engage respectfully with differing perspectives on environmental issues.

We achieve this through careful text selection, effective modelling of discussion points, and by guiding boys through conversations in carefully planned ways.

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

- How writers across literary traditions have celebrated the natural world and explored humanity's connection to place, landscape and environment.
- That human actions can have both positive and negative consequences for the environment, affecting ecosystems, communities and future generations.
- That literature can help us develop empathy, responsibility and a sense of stewardship towards the natural world, encouraging us to consider how individual and collective choices shape the environment in which we live.
- That environmental issues are complex and often involve a range of perspectives, and that respectful discussion and critical thinking are essential when considering questions of sustainability and our responsibilities to one another and to the planet.



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 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.

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.

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 different 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, and homosexual relationships. 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 being in a situation where he might be contributing to 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 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 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.