Personal, Social, Health and Economic Education (PSHE) Policy

1.   **1. OBJECTIVES**

1.1.   All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. A PSHE curriculum:
   - Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
   - Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
   - At Harrow Hong Kong we place great value on the importance of PSHE and deliver this through our whole school 'Facing Challenges' curriculum and the 'Beyond Harrow' Programme in the Sixth Form.
   - Within this document, the terms PSHE and RSE are covered under the banner of 'Facing Challenges'.

1.2.   The School's specific PSHE policy is informed by UK DfE guidance on Sex and Relationships Education (The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019), made under sections 34 and 35 of the Children and Social Work Act 2017, Safeguarding (Working Together to Safeguard Children (2023) and Equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2018). In addition to the SEND Code of Practice 2015: 0 to 25 years (statutory guidance) and SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). It is also informed by local statutes and regulations specific to Hong Kong.

2.   **AIMS**

2.1.   To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

2.2.   Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

2.3.   They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

3.   **EQUALITIES**

3.1.   The School will ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual, transgender, questioning, intersex and asexual (LGBTQIA). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

4. CONTENT AND DELIVERY

4.1. What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance.

The policy should be read in conjunction with the Relationship and sex education (RSE) policy which can be found on the school website. This contains details on what is taught in each year group.

For other aspects of PSHE, including health education, see the attached curriculum maps in the appendices for more details about what we teach in each year.

4.2. Drug and Alcohol Education

Definition of 'Drugs'

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime).

The term 'Drugs' includes:
● All illegal drugs
● All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
● All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

4.3. Moral and Values Framework

The drugs and alcohol components of PSHE reflects the school ethos, demonstrating and encouraging the following values:
● Respect for self
● Respect for others
● Responsibility for their own actions
● Responsibility for their family, friends, schools and wider community

4.4. Racism

Racism is an issue entirely at odds with the School's social vision statement of creating 'a caring and respectful community in which everyone thrives'. In line with our behavioural policy, any such incident will be dealt with in a robust fashion. At the same time we recognise that education is an important element in the fight against racism and as such the key concepts of discrimination, diversity and tolerance feature prominenatly in the curriculum for each year group.

4.5. Monitoring and Evaluation

The Deputy Head (Pastoral and Wellbeing) in the Upper School and the Deputy Head (Pastoral, Co-Curricular and Organisation) in the Lower School monitor the delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:
● Pupil and teacher evaluation of the content and learning processes
● Staff meetings to review and share experience

4.6. External Contributors

External contributors from the community, e.g. health promotion specialists, school nurses, and community police and fire officers, make a valuable contribution to the PSHE programme. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers MUST always be present during these sessions and remain responsible for the delivery of the PSHE programme.

4.7. The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every PSHE lesson. This is done through the Class Charter shared at the start of each session. This includes the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

4.8. Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers are prepared to handle personal issues arising from the work, deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include some of the following: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers. Throughout, teachers will maintain a neutral stance and will not use the lessons as a platform to promote or object to a particular opinion or world view.

4.9. Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Safeguarding & Child Protection Team if they are concerned.

Harrow Hong Kong believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In PSHE lessons that cover RSE provision, this should be regardless of their developing sexuality and teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying of any kind is dealt with strongly yet sensitively and is covered in detail with each pupil at the start of each academic year via the School's 'Bully Free' promise. This is a document to which every pupil signs up and which covers bullying of all kinds regardless of its nature.

5. ROLES AND RESPONSIBILITIES

5.1. The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

5.2. Staff

Staff are responsible for:

ο Delivering PSHE in a sensitive way
ο Modelling positive attitudes to PSHE
ο Monitoring progress

o   Responding to the needs of individual pupils

5.3. Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

6. SAFEGUARDING

Teachers need to be aware that sometimes disclosures may be made during PSHE sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the processes detailed in the School's 'Child Protection and Safeguarding Policy' should be followed.

7. PUPIL CONSULTATION

It is useful for pupils to be consulted on their own personal, social and citizenship development. Pupils' views are received through regular questionnaires and the involvement of the School Leadership Council. Pupils are invited and encouraged to share their views in all lessons on matters such as, 'what sort of person they would like to be by the time they leave this school?'; 'what qualities, skills, attitudes, values are important to them as people?' This is developed further by asking pupils how they feel the school could support them with this and what initiatives the school could implement (e.g. friendship benches, peer mentoring systems).

8. TRAINING AND SUPPORT FOR STAFF

All staff benefit from PSHE and RSE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff CPD programme, drawing on staff expertise and/or a range of external agencies.

The School has a range of such experts available for such training and support including the School Psychologist, internal counsellors and Individual Needs teachers.

Last Reviewed: Feb 2025
Next Review: Feb 2026
Lower School: Deputy Head of Lower School (Pastoral, Co-Curricular and Organisation)
Upper School: Deputy Head of Upper School (Pastoral and Wellbeing)

Appendix 1 EYC and LS Curriculum Map

| | | Lower School Facing Challenges Curriculum Overview
A caring respectful community in which everyone thrives | | | | |

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Being Me in My World (Global Citizenship)	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Values	Our Harrow values run throughout all of the topics and are addressed through key questions and are referred to in lessons. COURAGE HONOUR HUMILITY FELLOWSHIP					
Leadership Attribute	Contribute Positively to the Community.	Making Fair and just Choices.	Facing Challenges with Determination.	Applying Knowledge with Compassion.	Solving Problems Collaboratively.	Solving Problems Creatively.
EYC	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Year 5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition

Appendix 2 US Curriculum Map

Year/Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity	Bullying, prejudice & discrimination (positive and negative). Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness, importance of being included	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, county lines, control over your life, exploitation, emergency first aid	Stress and anxiety, managing physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices, physical illness and medicine, mindfulness	Characteristics of healthier relationships, consent, relationships and change, emotions and conflict within friendships, child-on-child abuse, rights and responsibilities, being discerning, assertiveness, sexting, social media vs real life, fake news, authenticity	Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, marriage and the law, beliefs and religions, protected characteristics, online and offline identity, active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, hate crime, fear and emotions, stand up to bullying, the golden rule	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Types of health, nutrition and exercise, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin health, vaccinations, peer pressure, teenage brain	Positive relationship with self, social media, managing a range of relationships, child-on-child abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, What makes a healthier relationship?, Attraction, love or lust?, pornography and the law, dealing with unwanted messages. Alcohol and the law
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, child-on-child abuse, grooming, radicalisation, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control in groups, fitting in	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, child-on-child abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and	Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, importance of sleep in relation to mental health, reflection on changes, benefits of relaxation, self expression, influences, body image
Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, child-on-child abuse, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk, the law and social media risk and emergency contacts, positive and negative relationships, GDPR, managing screentime, sharing/enhancing of images, managing different types of relationships	Equality in the workplace, in society, in relationships, Equality Act, disability and hidden disability, workplace expectations, rights and responsibilities, power and control in relationships, coercive control, benefits of multi-cultural societies, equality and inequality, my health	Impact of physical and mental health in reaching goals, resilience, work-life balance, connections and impact of mental health. Balanced diet, vital organs, blood donation, benefits of helping others. Online profile and impact on future goals and employability	Improving health, mental health, sexual health, blood-borne infections, self-examination. Diet and long-term health, misuse of prescription drugs, substances and the body. Common mental health disorders, positive impact of volunteering. Common threats to health including chronic disease. Epidemics, misuse of antibiotics, organ donation, stem cells	Sustaining long-term relationships, intimacy, healthy relationship with self, attraction, love, lust. Relationship choices, ending relationships safely, consequences of relationships ending, pornography vs real life, relationships and the media, discernment, healthier and less healthy relationships, coercion, abuse and the law, acceptable and unacceptable behaviours	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Decision-making, stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources of support, personal safety, cycling, water safety, alcohol, transport
Year 11 (15-16)	Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, child-on-child abuse, domestic abuse, honour-based, violence, arranged and forced marriages, the Equality Act, county lines, possession of drugs. The law on internet use and pornography, social media concerns, sexting keeping safe, emergency situations, key advice, first aid, scenarios and consequences		Anxiety, solution focused thinking, sleep, relaxation, aspirations on; career, finances, budgeting, borrowing. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skills set, employment, education and training options. Long term relationship dreams and goals, parenting skills and challenges. Resilience, what to do when things go wrong.	Managing anxiety and stress, self-worth, identity, sleep, nutrition, exercise and mental health. Relationships and consent, being ready for sex, coercion, sexual harassment and violence. Puberty, hormones, fertility, testicular checks, menstrual cycle, IVF. Contraceptives and sexual health. Pregnancy choices including adoption, abortion, bringing up a baby. Health choices, mental, physical, sexual health	Stages of intimate relationships, positive and negative connotations of sex. Gender identity and sexuality, LGBT+ rights and protection under the Equality Act, coming out challenges, LGBT+ media stereotypes. Balance of power in relationships, FGM, breast ironing, challenging harmful social and cultural norms. Staying true to yourself in a relationship	