



East Specialist Inclusive Learning Centre (SILC) John Jamieson School

Relationships & Sex Education Policy

Review Date:	November 2023	Next Review Date:	November 2025
Governing Board Committee Purview:	Curriculum and Welfare		
Frequency of Review:	2 years		

At the East SILC, we:

- Provide a safe, happy environment which supports the learning of every pupil.
- Provide a broad, balanced curriculum which is relevant and differentiated to meet the needs of the individual.
- Write Individual Learning Pathway Plans and Behaviour Programmes (where necessary), which are shared with parents/carers and revised regularly throughout the year.
- Communicate information using home-school books, diaries, letters and newsletters, an internet-based Learning Platform or using parents/carers preferred form of communication.
- Offer regular consultations to discuss pupil progress in addition to a pupil's School Report, EHCP and Transition meetings.
- Work with Children's Services to ensure the provision of safe and efficient transport, if required.
- Continue to extend mainstream opportunities for inclusion across the key stages.
- Continue to extend work-related learning experiences for older pupils.

Values, Aims and Ethos

Our ethos and values are at the core of everything we do.

Aims

We aim to enhance educational, physical, personal and spiritual development and well-being, by taking into account the individual needs of all pupils in the school environment. By working together as a multi-disciplinary team, the school aims to provide a holistic approach to learning.

Mission Statement/ Ethos

Personalised pathways to successful learning and continuous achievement.

Core Values

At the East SILC we believe that 'Every Day is a Chance to SUCCEED'. We provide a bespoke system that underpins and runs throughout our core values for staff, pupils and all stakeholders.

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| S | Support | – Support and provide opportunities for all pupils and staff members to maximise their potential. |
| U | Understanding | – Understand the individual needs of all our pupils. |
| C | Compassion | – Awareness, kindness and providing positivity for self-worth. |
| C | Commitment | – Commitment to the learning and growth of all staff through Professional Development and delivering a personalised learning experience for all pupils. |
| E | Empathy | – To understand or feel what another person is experiencing. |
| E | Enjoyment | – Exciting and meaningful learning and enthusiasm for work. |
| D | Dignity | – Respecting feelings, cultures and values and treat each other as individuals. We promote the right to feel valued and respected. |

Relationships and Sex Education (RSE) Policy and Guidance

East SILC takes its responsibility to provide relevant, effective and responsible RSE to all of its students as part of the school's personal, social, health education (PSHE) curriculum very seriously. The school wants parents/carers and students to feel assured that RSE will be delivered at a level appropriate to both the age and development of students, and safe to voice opinions and concerns relating to the RSE provision.

1. Context – why RSE is important at our school

We are required to teach Relationships and Sex Education (RSE) as part of our PSHE curriculum. Current regulations and guidance from the Department for Education (DfE) state that from September 2020, all schools must deliver RSE. High quality RSE help create a safe school community in which our students can grow, learn and develop positive, healthy behaviour for life.

It is essential for the following reasons:

- RSE plays a vital part in meeting the schools' safeguarding obligations as outlined in the updated Keeping students safe in education – Statutory guidance for schools and colleges (September 2019).
- The DfE 2019 statutory guidance states that, from September 2020, all schools must teach Relationships and Sex Education and Health Education.
- Students have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Students want to be prepared for the physical and emotional changes they undergo at puberty and want to learn about relationships. Older students frequently say that Relationships and Sex Education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough report.'
- Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in relationships.
- National Curriculum: RSE plays an important part in fulfilling the statutory duties the school has to meet as section 2 of the National Curriculum framework (DfE, 2013) states
- The Department of Health set out its ambition for all students to receive high quality Relationships and Sex Education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, The Importance of Teaching (2010) highlighted that 'Students need high quality Relationships and Sex Education so they can make wise and informed choices' (p.46).
- These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.
- Schools maintain a statutory obligation under the Children's Act (2004) to promote their pupils' emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare them for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on students' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

2. Development process

This policy was produced by Assistant Head for Pupil and Staff Wellbeing (PSHE co-ordinator)

The school is required to consult with parents when developing and renewing their policy on Relationships and Sex Education, in line with statutory guidance.

This policy has been approved and adopted by the head teacher and governing body. The member of staff responsible for overseeing and reviewing this policy is: Emily Cullum. It will be reviewed briefly annually and in full every 2 years.

We are committed to the ongoing development of RSE in our school. We will use the following indicators to monitor and evaluate our progress:

- a coordinated and consistent approach to curriculum delivery has been adopted
- the content of the RSE curriculum is flexible and responsive to students' differing needs which are gathered at least annually through the use of student perception data such as the My Health My School Survey
- students are receiving an entitlement curriculum for RSE in line with national and local guidance
- there are clearly identified learning objectives for all RSE activities and students' learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are being used where appropriate
- the impact of training for staff and governors on practice is evaluated
- policy and practice is revised regularly and involves staff, governors and, where appropriate, students
- opportunities are provided for parents, carers and members of our community to consider the purpose and nature of our RSE, for example, through parent/carers information sessions
- a variety of methods is employed to communicate the key points of the policy and curriculum to the community

3. Location and dissemination

This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available free of charge from the school office.

4. Policy relationship to other policies

This policy supports/complements the following policies:

- Anti-bullying
- Assessment, Recording and Reporting
- Attendance (in particular in relation to FGM)
- Behaviour
- Child Protection/Safeguarding Children (including FGM)
- Continued Professional Development
- Drug Education
- Equal Opportunities
- E-safety/IT

- Health & Safety
- Science
- Curriculum

Documents that inform the school's RSE Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Children and Social Work Act (2017)
- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)
- Keeping children safe in education – statutory safeguarding guidance (2019)
- United Nations Convention on the Rights of the Child

5. Definition

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Sex and relationships education (SRE) for the 21st century (2014)

6. The principles of high quality RSE in our school

Relationships and Sex Education:

- is a partnership between home and school
- ensures students' views are actively sought to influence lesson planning and teaching
- starts early and is relevant to students at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps students understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life

- is inclusive of difference: gender identity, sexual orientation, special educational needs and disability (SEND), ethnicity, culture, age, faith or belief, or other life experience
- helps students understand a range of views and beliefs about relationships and sex in society which may differ to their own
- teaches students about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

7. Overall school aims for RSE

Our approach to RSE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of students and of the whole school community are actively promoted. Our RSE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives. Our RSE programme helps students to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

Through the provision outlined in this policy, the school's overall aims of RSE are to teach and develop the following three main elements:

Attitudes and values:

- learn the importance of values and individual conscience and moral considerations
- learn the value of family life, marriage, and stable and loving relationships for the nurture of students
- learn the value of respect, love and care
- explore, consider and understand moral dilemmas
- develop critical thinking as part of decision-making

Personal and social skills:

- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- learn how to recognise and avoid exploitation and abuse

Knowledge and understanding:

- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions and relationships
- learn about contraception and the range of local and national sexual health advice, contraception and support services
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy

Sex and Relationships Education Guidance DfE

In addition to this, we also aim to:

- raise students' self-esteem and confidence
- develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media
- teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, gender identity, physical and mental abilities, backgrounds and values of those around them
- support students to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies
- provide students with the right tools to enable them to seek information or support, should they need it
- teach students about consent and their right to say no, in an age appropriate manner
- to teach lessons that are sensitive to a range of views, values and beliefs
- ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that students always have access to the learning they need to stay safe healthy and understand their rights as individuals

The aim of RSE is NOT to:

- encourage young people to become sexually active at a young age
- promote a particular sexual orientation or gender identity
- sexualise young people

8. The wider context of RSE

The school's RSE programme will:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- be an entitlement for all students, including those with additional learning and language needs
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- recognise that family is a broad concept; not just one model, e.g. nuclear family
- encourage students and teachers to share and respect each other's views with cultural awareness and sensitivity
- ensure students are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their child about relationships, sex and growing up
- work in partnership with parents/carers and students, consulting them about the content of programmes
- work in partnership with other health professionals and the wider community

RSE contributes to:

- a positive ethos and environment for learning
- safeguarding students (Students Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school

- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic/biphobic/transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping students keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

9. Key rights and responsibilities for Relationships and Sex Education

The policy applies to:

- The Executive Principal
- Heads of School
- All school staff
- The governing body
- Students
- Parents/carers
- School nursing team and other health professionals
- Partner agencies working in or with the school
- Religious leaders/faith groups

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see appendix 3)

Specific responsibilities <i>[add/delete/amend as appropriate]</i>	Who – role? <i>E.g. PSHE lead, head teacher, CP designated teacher</i>
Co-ordinating the RSE provision, ensuring a spiral curriculum	PSHE Leads (EC, JDV and LS)
Accessing and co-ordinating training and support for staff	PSHE Leads and CPD Co-ordinator
Establishing and maintaining links with external agencies/other health professionals	PSHE Leads and SLT
Policy development and review, including consultation and dissemination	PSHE Leads
Implementation of the policy; monitoring and assessing its effectiveness in practice	PSHE Leads
Link governor for RSE	Amanda Jahdi
Managing child protection/safe guarding issues	DSL
Establishing and maintaining links with parents/carers	Assistant Head and Parent Liaison Officer
Liaising with link schools to ensure a smooth transition	Phase Leaders and Assistant Head
Liaising with the media	Executive Principal

10. Language

Students will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. We will consider how pupils who are new to English will be supported in accessing and understanding the language used in RSE lessons.

Agreed list of vocabulary used in school:

Vocabulary:

Puberty, Conception, Pregnancy, Birth, Ovary, Ovum, Egg, Fallopian tube, Womb, Uterus, Menstruation, Period, Vagina, Vulva, Labia, Clitoris, Cervix, Oestrogen, Penis, Foreskin, Testicles, Scrotum, Epididymis, Sperm, Sperm ducts, Prostate gland, Urethra, Ejaculation, Erection, Wet dream, Testosterone, Sexual intercourse, Penetration, Make Love, Pleasure, Egg, Ovum, Foetus, Zygote, Embryo, Umbilical cord, Amniotic fluid, Placenta, Amniotic sac, Cells, Contractions, Disease, Infection, Love, Relationship, Family, Marriage, Support, Caring, Loving, Consent, Heterosexual, Gay, Transgender, Lesbian, Bisexual, Homophobic, Transphobic, Biphobic, Homophobia, Transphobia, Biphobia, LGBTQ, Abortion, Pornography, Female Genital Mutilation (FGM), Sexting, Abuse, Sexuality, Child Sexual Exploitation, Domestic Violence, Grooming, Rape, Condom, The coil, The pill, Teenage pregnancy

Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSE but will have benefits for the whole school community, both in and out of lessons. The casual use of HBT language in school will be challenged and students will be made aware that using the word 'gay' to mean something is rubbish is wrong and will not be tolerated. As a result, students will hear references to 'gay,' 'straight' and different kinds of relationships as part of teaching and assemblies, for example when we talk about rights, respect or relationships.

It is good practice to use anatomical terms for genitalia and sexual parts of the body, for example vagina, breasts, penis and testicle. Having the right language to describe the private parts of their body, and knowing how to seek help if they are being abused, are vital for safeguarding. Evidence to support this approach is outlined in the Children's Commissioner Report November 2015, 'Protecting Children from harm.'

Being open and honest about the words for genitalia will support girls at risk of female genital mutilation (FGM).

11. Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as students will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole form. We answer questions, where appropriate, relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the student, or students, who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the RSE leader/ Child Protection Officer. Questions may be referred to

parents/carers if it is not appropriate to answer them in school. We may use a question box where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, students or their families is discouraged. Where a question or comment from a student in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions *[for example, 'I can only answer question on the content of this lesson' or 'That is something that may be covered later on' or 'I can't answer that question, but you could ask your parents/carers']*

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- students will be encouraged to write down questions, anonymously if desired, and post them in a question box. Staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the students of the ground rules
- if a question is too explicit, feels too old for a students, is inappropriate for the whole-class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age/developmental level of the student
- if staff are concerned that a child is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

12. Key responsibilities for RSE

i) All staff

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding RSE
- attend and engage in professional development training around RSE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the PSHE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's RSE provision, including resources
- encourage students to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- follow the school's reporting systems if a student comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school
- tailor their lessons to suit all students in their class, across the whole range of abilities, faiths, beliefs and cultures, gender identity

ii) Lead member/s of staff

The lead member/s of staff is/are entitled to receive training in his/her role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

The lead member/s of staff will:

- develop the school policy and review it on a yearly basis
- ensure all members of the governing body will be offered appropriate RSE training
- ensure that all staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE, including new staff or supply staff
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to students
- ensure that RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the students do and meets their needs
- ensure that the knowledge and information regarding RSE to which all students are entitled is provided in a comprehensive way
- support parent/carer involvement in the development of the RSE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate
- share the school's provision for RSE with parents/carers in order to ensure they can support this at home
- communicate to parents/carers any additional support that is available from the school to support them with RSE at home

iii) Governors

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. The named link governor will work closely with, and in support of, the lead member/s of staff. When aspects of RSE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

As well as fulfilling their legal obligations, the governing body will also make sure that:

- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all students
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn from appropriate areas
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

iv) Students

students:

- are expected to attend the statutory National Curriculum Science elements of the RSE curriculum and the statutory Relationships Education and Health Education curriculum
- should support one another with issues that arise through RSE by, for example, alerting relevant members of staff to any potential worries or issues
- will listen, be considerate of other people's feelings and beliefs and comply with the ground rules that are set
- will have the opportunity to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise

v) Parents/carers

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The school will:

- work closely with parents/carers when planning and delivering RSE
- ensure that parents/carers know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn, up until three terms before the child's 16th birthday, from some or all of sex education delivered as part of statutory RSE
- give parents/carers every opportunity to understand the purpose and content of RSE
- communicate and give opportunities for parents/carers to understand and ask questions about the school's approach help increase confidence in the curriculum
- build a good relationship with parents/carers on these subjects over time by inviting parents into school to discuss what will be taught, address any concerns and help support them in managing conversations with their children on these issues
- encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE
- will reach out to all parents, including those who are hard to engage, recognising that a range of approaches may be needed for doing so

The right to withdraw

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the head teacher/senior leader will discuss the request with parents/carers and, as appropriate, with the student to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept.

The Executive Principal/senior leader will discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the student. This could include any social and emotional effects of being excluded, as well as the likelihood of the student hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead).

Once these discussions have taken place, except in exceptional circumstances, the school will respect the parents'/carers request to withdraw the student, up to and until three terms before the child turns 16. After that point, if the student wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the student with sex education during one of those terms.

This process is the same for students with SEND. However there may be exceptional circumstances where the head teacher/senior leader may want to take a student's specific needs arising from their SEND into account when making this decision.

If a student is excused from sex education, the school will ensure that the student receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

13. Staff Support & CPD

It is important that all staff feel comfortable to deliver RSE lessons. The school provides regular professional development training in how to deliver RSE.

Staff, including non-teaching staff, CPD needs are identified and met through the following ways:

- an audit of staff CPD needs will be completed each year or at appropriate times throughout the year
- training and support is organised by *PSHE Leads* who may choose to liaise with *the CPD co-ordinator*.
- staff will be offered generic RSE training which includes sessions on: *confidentiality, creating a ground rules, handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RSE is so important, current law and guidance, learning outcomes and school policy*
- staff involved in the delivery of issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues and potentially difficult questions
- the Health and Wellbeing Service will support in meeting staff CPD needs through training
- the school nurse will provide support and resources around aspects of RSE through targeted sessions

14. RSE Provision

i) Statutory aspects of Sex Education within the National Curriculum Science

All schools must teach the following as part of the National Curriculum Science; parents/carers do not have the right to withdraw their child from this.

National Curriculum Science:

Key Stage 3: • reproduction in humans (as an example of a mammal), including the	Key Stage 4:
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structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta	- hormones in human reproduction, hormonal and non-hormonal methods of contraception - communicable diseases including sexually transmitted infections in humans (including HIV/AIDs) - sex determination in humans
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The law states (Education Act 1996) that ‘schools must teach the biological elements of the RSE in the National Curriculum.’

ii) Statutory aspects of Relationships Education

Families	- that there are different types of committed, stable relationships. - how these relationships might contribute to human happiness and their importance for bringing up children. - what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. - why marriage is an important relationship choice for many couples and why it must be freely entered into. - the characteristics and legal status of other types of long-term relationships. - the roles and responsibilities of parents with respect to raising of children, including the 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 relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	- practical steps they can take in a range of different contexts to improve or support respectful relationships. - how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. - that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. - what constitutes sexual harassment and sexual violence and why these are always unacceptable. - the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. - the characteristics of positive and healthy friendships (in all contexts, including online) 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.
Online and media	• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being Safe	• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including

	keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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Statutory aspects of Health Education (which apply to RSE)

Health and prevention	• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
Changing adolescent body	• key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

iii) The needs of students

We recognise that an interactive approach to RSE will better develop the skills of our students, and also that, it is more likely to meet their needs.

We will involve students through:

- discussions with small groups of students
- questionnaires/surveys (e.g. the My Health My School Survey)
- student focus groups formed specifically for RSE
- pre and post assessment activities for RSE
- student council meetings

The law (Human Rights Act 1998) states that, ‘students have the right to be heard and express their opinions.’

Asking students their views on RSE gives them an opportunity to be active citizens and ensures that teaching can meet the specific needs of the students it is aimed at. Findings from consulting students are also a powerful tool for communicating the needs of students to parents/carers, school staff and governors. Ofsted seek the views of students as part of their inspections, making student consultation part of school culture, there will be ongoing evidence showing how students’ needs are being identified and met.

Suggested questions to ask students:

- *Where do you get information about your body, growing up, relationships and feelings?*
- *Does what is taught in school at the moment answer all of your questions?*
- *What would you like more information on?*
- *Do you feel able to ask for support and advice?*
- *Do you feel confident talking about feelings and emotions?*
- *Do you feel safe to learn in RSE lessons?*
- *Do the activities used in lessons help you to learn?*

- *What do you think would improve RSE in our school?*

iv) Topics to be covered

Delivery of RSE

The RSE programme is delivered through a variety of opportunities including:

- designated RSE time
- A half termly block of sessions annually
- use of external agencies/services
- school ethos
- small group work
- cross curricular links e.g. science
- assemblies
- enrichment days / weeks

v) Working with visitors and other external agencies

Where appropriate, we may use visitors from external agencies or members of the community to support RSE. Working with external organisations enhances delivery of RSE, bringing in specialist knowledge, which gives different ways of engaging with our pupils. When using visitors, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it. Our partnership with the local community is also a priority, and we recognise and value its contribution to the RSE programme.

We will ensure that the teaching delivered by the visitor fits with our planned programme and policy. We will discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for our pupils. We will ask to see the materials visitors will use as well as a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs.

We will agree in advance of the session how confidentiality will work in any lesson and how a safeguarding report should be dealt with by the external visitor. It is also important that students understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

Use of visitors will be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

Before involving visitors in any aspect of RSE, teachers will ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have
- the guidelines and checklist (Appendix 1a and 1b) will be used with the visitor to ensure success

vi) Inclusion, equality and diversity

We are required by law to comply with relevant requirements of the Equality Act 2010. All students are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. We include all students regardless of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation.

All classes include students with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage students to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all students. The school's approaches to teaching and learning take into account all needs of the students to ensure all can access the full RSE provision. We promote social learning and expect our students to show a high regard for the needs of others. RSE is an important vehicle for addressing controversial and sensitive issues and ensuring equal opportunities for all.

Responding to students' diverse learning needs:

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities
- diverse sexuality of students
- homophobic/transphobic/biphobic bullying and behaviour
- student's age and physical and emotional maturity
- students who are new to English

Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all the students in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask students to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Single gender groups:

Our policy is sensitive to the needs of different ethnic groups. For some students, it may be more appropriate for them to be taught particular topics in single gender groups. We will consult parents/carers and students both on what is included, and on how it is delivered. This will help students and their families to establish what is appropriate and acceptable for them. Working in single gender groups can considerably ease concerns about RSE, and help to ensure that students receive the RSE to which they are entitled. Single gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships. Where single gender groups are used for students, they will always be given time after the sessions to come together in a controlled environment to share and discuss what they have learnt, before leaving the classroom.

Lesbian, Gay, Bisexual, Transgender and Plus (LGBT+):

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all students, including those who are lesbian, gay, bisexual, transgender or + (LGBT+). Inclusive RSE will foster good relations between students, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We will deal sensitively and honestly with issues of sexual orientation and identity, answer appropriate questions and offer support. Students, whatever their developing sexuality or identity, need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. Information will be inclusive and will include LGBT people in stories, scenarios and role-plays. We will ensure all students can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is sensitive and age appropriate in approach and content.

Students who are new to English

The school will take into account the language skills of individual students, ensuring that all students have equal access to the RSE provision and resources.

i) Resources

We use primarily the Leeds Toolkit and the resources recommended within it. We will focus on the needs of the students and our planned learning objectives. We select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them (*see checklist below*).

We use books, both fiction and non-fiction, within our RSE programme. Staff will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual students in class when reading texts, in case they need to have a preparatory conversation with a student before the teaching takes place, for instance.

Examples of specific resources for RSE:

- The Primary and Secondary PSHE Toolkit – www.schoolwellbeing.co.uk
- The Post 16 Toolkit (available from the Health and Wellbeing Service)
- ASDAN PSHE Scheme of Work

ii) Learning environment and an additional non-negotiable ground rules

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of RSE. To this end, the ground rules has been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

In addition to the ground rules used in PSHE, we will develop a non-negotiable ground rules for lessons and discussions related to RSE. If students are to benefit fully from an RSE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of students are analysed, of overriding importance are two key areas: students need to feel safe and be safe. An additional, non-negotiable ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the students. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our additional, non-negotiable ground rules is:

- Confidentiality: 'what is said in the room, stays in the room' except if anyone mentions something which could be harmful or put them at risk – then will have to pass the information on to help keep them safe

- It's not OK to ask personal questions of each other or the teacher but we can put questions in the box for later.
- Don't use names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'
- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations & backgrounds.

iii) **Assessment, recording and reporting in RSE**

We assess students' learning in RSE in line with approaches used in the rest of the curriculum (including assessment for learning). We report to parents/carers at the end of the school year on their child's learning and progress within RSE.

Assessment methods:

- baseline or pre-assessment (essential for needs-led RSE)
- needs assessment is used to identify existing knowledge and skills of students
- assessment is built into the RSE programme to inform planning
- summative assessment takes place at the end of each unit
- student self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- teachers will keep a note of students who have missed some or the entire module due to absence from school
- students' achievement in RSE is celebrated and shared

iv) **Monitoring and evaluation**

Monitoring activities:

- recording of students' attendance in RSE lessons
- effective PSHE leadership with a system of lesson observations and peer support
- a system for regular review of the RSE policy and programme
- student and staff interviews/questionnaires
- student/staff/parent surveys
- scrutinising staff planning
- samples of students' work

Evaluation activities:

- teacher and students' evaluation of lessons, units and the overall RSE programme
- teacher and students' evaluation of resources
- evidence from lesson observations
- evaluation of contributions of external partners
- feedback and evaluation by students
- scrutiny of assessment records
- sampling students' work and portfolios

15. Safeguarding and Child Protection

Through RSE, we will teach students the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. We recognise that students are capable of abusing their peers and that peer on peer abuse can manifest in many different

ways, including on-line bullying, sharing inappropriate images, and inappropriate/harmful sexual behaviours.

Students should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching students about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a student who is abused and why victim blaming is always wrong.

When teaching any sensitive issue young people may give cause for concern. All adults are aware of our safeguarding arrangements and procedures. If the school has any reason to believe a pupil is at risk, advice from Leeds Child Protection Team will be sought. These subjects complement Health Education and as part of a comprehensive programme and whole

16. Confidentiality in the context of RSE lessons

The nature of RSE means that students may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in RSE. Students will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for students to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the student's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

If a student tells a health professional, such as the school nurse something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost students and their families, where appropriate, to on and offline community, health and counselling services so students know where to go for confidential help and advice.

Techniques used in school to minimise the chance of students making a disclosure in an RSE lesson include:

- depersonalising discussion
- appropriate DVDs and TV extracts
- case studies with invented characters
- visits to/from outside agencies

17. Liaison with other schools

How does the school ensure a consistent approach to the delivery of RSE across the SILCs?

18. Support

We hope that students will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social or emotional

development, including matters raised by or relating to RSE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that students respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

19. Complaints

Parents or carers who have complaints or concerns regarding the RSE provision should contact the school and follow the school's complaints policy.

20. Liaison with local media

Please contact the press and media office on: 0113 378 6007

21. Local support available to schools

The Health and Wellbeing Service can offer support through training, bespoke lessons and in school advisory sessions.

Further information on the above training, as well as how to book, can be found at: www.schoolwellbeing.co.uk and www.leedsforlearning.co.uk

22. Local and national websites

Healthy relationships, sexual consent, exploitation and abuse:

- Information about FGM can be found at: www.forwarduk.org.uk
- Good practice examples and guidance on consent: www.pshe-association.org.uk/consent
- Child Exploitation and Online Protection (CEOP) has produced a series of resources which are available at: www.ceop.police.uk and www.thinkuknow.co.uk
- Thinkuknow for 14+: www.thinkuknow.co.uk/14_plus
- Thinkuknow for 11-13s: www.thinkuknow.co.uk/11_13
- e-magazine to help teachers teach about consent, available free to Sex Ed Forum members: <http://www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx>
- Ask Brook about relationships, safety and risks, available at: www.brook.org.uk/shop
- Alright Charlie - Blast have designed this CSE resource in consultation with CSE professionals, primary schools teachers and children in years 5 and 6 in primary schools. This resource is designed for use with children aged 9-11 in primary schools and aims to highlight the warning signs of grooming in an age appropriate way. <https://basisyorkshire.org.uk/resource/alright-charlie-cse-primary-school-resource/>

Violence within relationships:

- The Against Violence and Abuse Project provides further information, advice and guidance: www.avaproject.org.uk
- Rape Crisis provides help and advice to those affected by rape, sexual violence and child sexual abuse: www.rapecrisis.org.uk
- Brook has worked with Fink to produce a set of conversation cards that focus on exploitation, violence and consent. These are available at: www.brook.org.uk/shop
- Providing support to people in the Leeds District whose lives have been affected by domestic violence and abuse: <http://www.behind-closed-doors.org.uk/>

Teaching about pornography:

- Sex Education Forum e-magazine on teaching about pornography:
<http://www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx>
- Planet Porn, from BISH, for secondary schools:
<http://bishtraining.com/index.php/planet-porn/>

Teaching about sexting:

- The NSPCC has produced resources to make it easier for children to get help about sexting: <http://www.childline.org.uk/explore/online/safety/pages/sexting.aspx>
- EOP (Child Exploitation and Online Protection) has developed www.thinkuknow.co.uk, which contains a number of resources exploring the risks children face online, including two films that address sexting issues: Exposed and First to a Million.
- Brook has produced a leaflet for young people called Ask Brook about relationships, safety and risk, which addresses on and offline safety and is supported by CEOP:
<http://www.brook.org.uk/shop>

Inclusive RSE:

- Stonewall has produced a series of packs and information for schools. Details are available at: www.stonewall.org.uk
- Brook has produced packs to help those who work with diverse groups of children, available at: www.brook.org.uk/shop including:

Local sources of support:

www.schoolwellbeing.co.uk
www.healthyschools.org.uk
www.leedsforlearning.co.uk
<http://www.leeds.gov.uk/phrc/Pages/default.aspx>
www.leeds.gov.uk/phrc/Pages/public-health-training.aspx
<https://www.leedsscp.org.uk/Home>
<http://leedssexualhealth.com>
<http://www.themarketplaceleeds.org.uk/>
<http://mesmac.co.uk/>
<https://www.mindmate.org.uk/>

National sources of support:

<http://www.nhs.uk/Livewell/Sexualhealthtopics/Pages/Sexual-health-hub.aspx>
<https://www.brook.org.uk/>
<http://www.fpa.org.uk/>
<http://www.sexeducationforum.org.uk/>
<https://www.pshe-association.org.uk/>
<http://www.stonewall.org.uk/>
<http://www.bodysense.org.uk/>
www.riseabove.org.uk
<http://www.nat.org.uk/>
<https://www.nspcc.org.uk/>
<https://www.childline.org.uk>
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf

23. Local and national references

Statutory guidance: Relationships education, relationships and sex education (RSE) and health education

Keeping children safe in Education

Respectful School Communities: Self Review and Signposting Tool

Behaviour and Discipline in Schools

Equality Act 2010: advice for schools

SEND Code of Practice: 0-25 years

Alternative Provision

Mental Health & Behaviour in Schools

Preventing Bullying (including cyberbullying)

Sexual violence and sexual harassment between children in schools

The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

National Citizen Service guidance for schools

Brook, the PSHE Association and the RSE Forum (2014) RSE (RSE) for the 21st Century: Supplementary advice to the RSE Guidance DfEE (0116/2000)

National curriculum in England: framework for key stages 1 to 4

National Curriculum in England: Science programmes of study key stages 1 - 4

Education Act (1996) Crown copyright

Education Act (2002) Crown copyright

Education and Inspections Act (2006), Section 38, Crown copyright

Education and Inspections Act 2006, section 40, Crown copyright

HM government (2016) Multi-agency practice guidelines: Female Genital Mutilation, Crown copyright

Learning and Skills Act (2000), Section 148, Crown copyright

NCB: Assessment, Evaluation and Sex and Relationships Education

Ofsted (2013) 'Not yet good enough; personal, social, health and economic education in schools'

Optimus Education - Sex and relationship education policy

Writing your RSE policy: guidance from the PSHE Association

Sex Education Forum (2013b): Let's get it right; a toolkit for involving primary school children in reviewing their RSE, NCB

Sex Education Forum (2010) Curriculum design tool – Let's Work Together

Statutory Instrument 2012 No. 1124, Education, England, The School Information (England) (Amendment) Regulations 2012, Crown copyright.

APPENDIX 1a**Checklist prior to visit**

Checklist for schools and agencies	
TIME AND PLACE	
Date(s) of Involvement:	Time: From to Number of days / weeks:
Venue / room(s):	Agency arrival time:
Room Layout:	Agency to be greeted by:
Equipment required to be provided by the school:	Session plans: Attached: yes / no To be forwarded to:
PEOPLE	
School:	Agency name:
Contact details:	Specialism:

School address:	Agency address:
Tel No:	Tel No:
E-mail:	E-mail:
Child protection teacher:	Agency contact:
Learning mentor / other contact:	Other Contact:
Teachers to be involved:	Do parents/carers need to be consulted before the session? yes / no
Have disclosure / confidentiality procedures been discussed? yes / no	Is the school satisfied with the agencies DBS/ liability arrangements? yes / no
Other policies for consideration:	
Number of students:	Learning needs:
Key Stage:	Other / individual needs:
Year Group:	
Intended learning outcomes:	What has been taught previously?

	How will the work be continued?
How will skills and progress be assessed?	Who will be present? How will they support the session?
How does the work support the CPD of teachers e.g. team teaching?	Do staff require / want any additional training? yes / no
How will the effectiveness of the session be evaluated by students? How will the effectiveness of the session be evaluated by adults?	Which routes for referral, procedures and services will students be signposted to?
AGREEMENTS	
Have any expenses been agreed to? yes / no	
Checklist completed by:	

Designation:

Date:

Meeting carried out: in person / by phone / other (please circle)

APPENDIX 1b Checklist**During & after visit**

<u>Joint Evaluation Form</u>		
Please fill this in together where possible		
Aim of session:		Session date:
		Time:
Agency:		Year group:
School:		Form:
Question	Scale 1 - 10	How do you know?
1. How well did the programme meet the needs of students?		
2. How well has the work developed the skills of students to manage their wellbeing?		
3. How well has the input contributed to the PSHE Schemes of Work?		
4. Has there been an impact on staff skills and confidence?		
5. How well did the pre-planning support the session / visit?		

6. How will be the work be continued and / or adopted into the Schemes of Work next year?		
7. Were there any elements that could be improved in the future?		
8. Any other comments?		
Please keep a copy for your records.		

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