



# Barnes Farm Infant School

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Building Futures Inspiring Success

# Relationships and Sex Education (RSE) Policy

## MONITORING THIS POLICY

The Headteacher will monitor the application of this policy and take appropriate steps to ensure that it is operating effectively. This will be achieved through discussion and monitoring.

The policy will be reviewed by the Headteacher annually to ensure its effective application and any issues arising will be raised on the School Development Plan and tracked accordingly.

Adopted by:	The Headteacher on behalf of the Governing Body
Date Adopted:	February 2020
Review Date:	September 2022

Signed .....Date .....



**Barnes Farm Infant School**

### **RSE Policy**

**‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’ (Secretary of State, July 2019)**

**This policy should be read in conjunction with the following policies:**

- Barnes Farm Infant School PSHE Policy
- Barnes Farm Infant School Science Policy
- Barnes Farm Infant School Safeguarding (inc responding to disclosures)
- Barnes Farm Infant School Anti-bullying Policy
- Barnes Farm Infant School Equality, diversity and inclusion Policy
- DfE Keeping children safe in education (2018)

## **Aims**

The aims of relationships and sex education (RSE) at our school are to:

- To promote the spiritual, moral, cultural, mental and physical development of our pupils.
- To develop pupils’ communication skills and assertiveness so that they can make their own responsible and well informed decisions about their lives.
- To prepare pupils for the opportunities, responsibilities and experiences of later life
- To encourage pupils to value themselves and others • To ensure pupils appreciate difference and diversity

- To develop the skills and understanding they need to live safe, confident, healthy and independent lives.
- To promote safety in forming and maintaining healthy relationships
- To provide pupils with a toolkit for understanding and managing their emotions
- To promote how to stay safe online
- To develop feelings of self-respect, confidence and empathy
- To teach pupils the correct vocabulary to describe themselves and their bodies

## Statutory requirements

From September 2020 Relationship Education and Health Education is compulsory for all pupils receiving primary 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, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools.' (Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers)

### Relationships Education

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

### Sex Education

The DfE recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Schools are to determine the content of sex education at primary school.

### Health Education

Health Education includes an understanding of how to maintain good physical health and mental wellbeing. Pupils should be taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and give pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Relationships Education, Health Education, science and sex education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Through these subjects we want to support all young people to be happy, healthy and safe –we want to equip them for adult life and to make a positive contribution to society.

At Barnes Farm Infant School, we teach RSE as set out in this policy.

## Definition

Definition: What is Relationships and Sex Education?

Relationships and Sex Education is defined as learning about social, emotional and physical

development. It is about understanding the importance of stable, loving relationships, including

marriage for family life and to promote respect, love and care.

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health.

RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

## Policy development

This policy has been developed in consultation with staff, children and parent/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/Carer consultation – parents and any interested parties were invited to attend a consultation meeting about the policy
4. Pupil consultation – we investigated what children want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **Consulting Children**

In asking our children's views on RSE we believe it gives them the opportunity to be active citizens, ensures needs are identified and our teaching can meet the specific needs of the children it is aimed at. This discussion takes the form of discussions with small groups of pupils or part of a school council meeting and complements whole class discussions.

We ask pupils:

- Where do you get information about your body, growing up, relationships and feelings?
- 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 PSHE lessons?

## **Involving parents**

Barnes Farm Infant School works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home. The DfE guidance states that all schools must have in place a written policy for Relationships Education and RSE. Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve. It should be freely available and be published on the school's website.

## **Curriculum**

The RSE curriculum at Barnes Farm Infant School reflects our ethos, and demonstrates and promotes the following:

- Learn the value of respect, care and love
- better understand the nature of human relationships
- Valuing family life within stable, loving and committed relationships
  - Respect for self and others
  - Respect for rights and responsibilities within relationships
  - Appreciate that different, successful family structures exist
  - Understanding diversity regarding religion, gender, culture and sexual orientation
  - Acceptance of difference and diversity
  - Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, children and staff, taking into account the age, needs and feelings of the children. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## **How RSE is taught: learning environment, language and resources**

### **Teaching skills**

At Barnes Farm Infant School, we ensure our teachers have excellent subject knowledge and skills using effective use of questioning to challenge pupils' views, deepen thinking and support pupils of different abilities. Teachers are supported to answer children's questions in an honest, factual and age appropriate way.

We have a teacher who leads PSHE who supports our staff through training and continuous professional development. Our RSE curriculum will be taught by class teachers and HLTAs.

### **Learning environment**

At Barnes Farm Infant School, classes provide an emotionally safe and secure learning environment by agreeing ground rules such as we will be kind to each other, we will listen carefully to each other, we will respect other people's opinions and beliefs and we not use names when speaking about others.

### **Language and terminology**

At Barnes Farm Infant School we believe RSE has a vital role to play in helping children develop a vocabulary so that they can effectively communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships. This is only possible if adults teaching RSE are able to model use of this type of vocabulary. Key vocabulary lists have been created to support the teaching of RSE and PSED/PSHE from Reception to Year 2.

### **Classroom Resources**

At Barnes Farm Infant School, we use Coram Life SCARF (Safety, Caring, Achievement, Resilience and Friendship) resources along with Medway PSHE Resources to support our PSHE curriculum. Both schemes follow the PSHE Association Programme of Study and support learning and promoting inclusive RSE.

### **Monitoring, Evaluating and Assessing**

The RSE scheme of work will be monitored regularly to ensure effective implementation through scrutiny of pupils' work, the impact of lessons will be evaluating by obtaining pupil voice and planning will be modified to improve provision and raise standards.

The PSHE Curriculum is assessed each term measuring pupil's achievements against the lesson objectives. Assessment tasks are built into the end of schemes of work and pupils have a clear idea of their progress.

## **Delivery of RSE**

### **RSE as part of PSHE**

We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs and the development of skills and attributes such as communication skills, managing peer pressure, resilience and decision making.

Learning in RSE and PSHE will be linked to the curriculum in relevant subjects, such as the Science, Computing, Citizenship and Religious Education.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **Organisation**

RSE is taught in every year in our school as it helps our children to learn progressively as they mature and revisit the subject on a regular basis, this reinforces learning and provides opportunities to ask further questions.

From Reception to Year 2 children will discuss and be taught the differences between males and females, name body parts, where babies come from, about friends and family, what areas of the body are private and should not be touched and who they can talk to if they are worried, feel uncomfortable or unsafe and can report abuse and get help if needed.

## **Sex education in National Curriculum Science**

Maintained primary and secondary schools must teach the National Curriculum, which includes some sex education within science. Primary science includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing. Key Stage 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'.

Although not mentioned specifically, at Barnes Farm Infant School we feel it is important that pupils are taught the names of the external genitalia and know the differences between males and females. This is vital for safeguarding so that a child has language to describe the private parts of their body and to seek help if they are abused.

## **Inclusion**

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, language special needs, disadvantaged and looked after children. The Relationship and Sex Education programme will be tailored to the age, emotional and physical maturity of children and will use materials appropriate to that age group. Teachers and/or Learning Support Assistants work with individual pupils where



required, and if appropriate to ensure all pupils follow the same access to the RSE/PSHE curriculum.

## Roles and Responsibilities

### 7.1 The governing board

The governing board will hold the Headteacher to account for the implementation of this policy.

### 7.2 The Headteacher

The Headteacher and PSHE Lead are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher or the PSHE Lead.

### 7.4 Children

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

## Parent/Carers' Right to Withdraw

Parents should be informed about their right to opt out of non-statutory sex education lessons. The Head teacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

**There is no right to withdraw from Relationships Education or Health Education this means no right to withdraw from the teaching expectations.**

In Key Stage One our PSHE and RSE education will only include the statutory science curriculum, Relationships and Health Education. Parent/carers do not have the right to withdraw their children from relationships education.

## Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher and PSHE Lead will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE.

## USEFUL WEBSITES

- [www.childline.org.uk](http://www.childline.org.uk)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx](http://www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx)
- [www.kidshealth.org/kid/](http://www.kidshealth.org/kid/)
- [www.bbc.co.uk/education/topics/z3xxsbk](http://www.bbc.co.uk/education/topics/z3xxsbk)
- [www.thinkuknow.co.uk/](http://www.thinkuknow.co.uk/)

## Appendix 1



### Relationships Education Lesson Plan Grid inc. non-statutory Sex Education

Map of SCARF lesson plans that ensure schools meet the requirements of the DfE draft Primary Relationships Education curriculum, and also National Curriculum Science.

Please note: the full SCARF resource provides further relevant lesson plans across all year groups, building the essential foundations of effective Relationships Education and Health Education including: communication skills, anti-bullying, assertiveness, managing risk etc.

SCARF units	Year 1	Year 2
<b>Me and My Relationships</b> (DfE category: Families and people who care for me, Respectful relationships, Caring friendships)	Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends	How are you feeling today? Being a good friend Let's all be happy
<b>Valuing Difference</b> (DfE category: Respectful relationships)	Same or different? Who are our special people?	What makes us who we are? How do we make others feel? My special people
<b>Keeping Myself Safe</b> (DfE category: Being safe, Respectful relationships, Online relationships)	Who can help? (1) Harold loses Geoffrey Good or bad touches	How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept
<b>Rights and responsibilities</b> (DfE category: Being safe)		Feeling safe
<b>Being my best</b> (DfE category: Being safe)		
<b>Growing and changing</b> (DfE categories: Respectful relationships, Online relationships, Being safe)	Taking care of a baby Then and now Surprises and secrets Keeping privates private	Haven't you grown! My body, your body Respecting privacy

# **MEDWAY PRIMARY PSHE EDUCATION**

## **RELATIONSHIPS AND SEX EDUCATION**

### **INTRODUCTION AND OVERVIEW**

**INTRODUCTION** These notes accompany lesson plans written especially for Medway schools in partnership with the PSHE Association. They have been designed to support class teachers delivering relationships and sex education (RSE), as part of the PSHE education curriculum, at key stages one and two.

From September 2019 relationships education will be statutory in all schools at key stages 1 and 2. Education about relationships is covered through many aspects of the primary PSHE curriculum (and will go beyond the contents of these lesson plans). Schools should ensure their PSHE education programme therefore includes all elements of the new statutory guidance for relationships education, which will be published for consultation in Summer 2018. Elements of sex education that are not included in the statutory guidance will remain non-statutory in primary schools but in order to safeguard pupils effectively we strongly recommend that Medway schools provide a comprehensive programme of relationships and sex education (including these lessons) as an integral part of their PSHE provision. We therefore use the term relationships and sex education (RSE), rather than relationships education, to reflect this best practice approach.

This resource pack replaces and updates the Medway lessons on puberty and moving to secondary school, published in 2015. An additional three lessons on other aspects of RSE were added in January 2018, with a further five added in June 2018.

These lessons contribute to the curriculum for PSHE education, as set out in the PSHE Association Programme of Study for PSHE education. Signposted by the Department for Education, the PSHE Association's Programme of Study outlines learning opportunities in three core themes: Health & Wellbeing, Relationships, and Living in the Wider World. For a detailed overview of how these lessons link to the Programme of Study, see Appendix 2.

Primary schools must have regard to the Department for Education statutory guidance on preparing pupils for the physical and emotional changes of puberty before they experience them. For this reason, we recommend that teaching about puberty should begin in Year 4.

These guidance notes should be read carefully before teaching any of the lessons. Teachers should also refer to relevant school policies, such as policies on SRE/RSE, child protection, and safeguarding.

## OVERVIEW OF THE LESSONS

**KEY STAGE ONE (YEAR 1 OR YEAR 2) My special people** This lesson focuses on early learning about healthy, happy relationships, which is later built on in key stage 2. This lesson is based on a story, *Grandfather and I* by Helen E. Buckley, (an alternative story can be used if preferred). Pupils explore the ways the characters in the story care for each other and what makes them special. In addition, pupils think about the special people in their own lives, friendship, family and what it means to care for each other.

**Growing up: the human life cycle** This lesson introduces the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. The lesson focuses on young children growing and changing (puberty is not mentioned until key stage 2). Pupils compare the differences between a baby and a child—what they look like and what they can do. The focus is on becoming independent; how we look after ourselves and each other as we grow, and some of the feelings that accompany the process of growing up.

**Everybody's body** Pupils may have been using a variety of different words to name the male and female genitalia/ sex parts, but this lesson directly teaches the correct terminology. It is important for younger pupils to know how to name their body parts correctly as this contributes to safeguarding—helping them to take care of their bodies and keep themselves safe. This is built on later in key stage 2, when pupils learn about puberty and the changes when growing from children to adults. It is suggested that this lesson is taught within the context of other learning about similarities and differences (e.g. growing and changing, people and animals). This lesson also begins to address the issue of gender stereotypes.

## APPENDIX 1

### Overview of lessons – learning objectives and intended learning outcomes:

Lesson	Learning objectives We are learning:	Intended learning outcomes We can:
<b>Year 1 or 2</b> <i>My special people</i>	<ul style="list-style-type: none"><li>about the special people in our lives and how we care for one another</li></ul>	<ul style="list-style-type: none"><li>identify our own special people</li><li>explain what makes them special to us and why they are important in our lives</li><li>describe the different ways our special people care for us</li><li>recognise how we can care for them in return</li></ul>
<b>Year 1 or 2</b> <i>We are growing: human life cycle</i>	<ul style="list-style-type: none"><li>about how we change as we grow</li></ul>	<ul style="list-style-type: none"><li>recognise the main stages of the human life cycle (baby, child, adult)</li><li>recognise that the process of growing takes time and describe what changes when people grow from young to old</li><li>identify ways we are more independent now than when we were younger</li><li>describe our feelings about growing and changing</li></ul>
<b>Year 1 or 2</b> <i>Everybody's body</i>	<ul style="list-style-type: none"><li>about the differences and similarities between people</li></ul>	<ul style="list-style-type: none"><li>describe similarities and differences between ourselves and others</li><li>challenge simple stereotypes about boys and girls</li><li>recognise and use the correct names for main parts of the body</li></ul>



## APPENDIX 2

### References to the PSHE Association Programme of Study:

Lesson	Core theme 1: Health and Wellbeing	Core theme 2: Relationships:	Core theme 3: Living in the wider world
<b>Year 1 or 2</b> <i>My special people</i>		R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another	
<b>Year 1 or 2</b> <i>We are growing: human life cycle</i>	H8. about the process of growing from young to old and how people's needs change  H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring		
<b>Year 1 or 2</b> <i>Everybody's body</i>	H10. the names for the main parts of the body (including external genitalia) the bodily similarities and differences between boys and girls  H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy	R9. to identify and respect the differences and similarities between people	L8. ways in which they are all unique; understand that there has never been and will never be another 'them'  L9. ways in which we are the same as all other people; what we have in common with everyone else

## APPENDIX 3

### References to National Curriculum Science (2014):

Lesson / Suggested year group/s	National Curriculum Science - Programmes of Study	Statutory requirements:	Non-statutory notes and guidance
<b>We are growing: human life cycle</b> KS1: Year 1 or 2	Year 2: Animals, including humans	Pupils should be taught to notice that animals, including humans, have offspring which grow into adults	<i>They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include references to baby, toddler, child, teenager, adult.</i>
<b>Everybody's body</b> KS1: Year 1 or 2	Year 2: Animals, including humans	Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense	<i>Have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes</i>




# Barnes Farm Infant School

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## Relationships and Sex Education Terminology

Below are the child-friendly definitions to support with the discussions and questions that arise when delivering RSE sessions at Barnes Farm Infant School.

Best practise is to ensure correct child-friendly terminology is used, as opposed to slang words.

Word	Definition	Age appropriate year group
<b>Anus</b>	The opening on a person's bottom through which faeces (poo) leaves the body.	Year 2
<b>Breasts</b>	A set of glands on a female's chest; breasts can produce milk after a woman gives birth. Males also have breasts, but they do not produce milk.	Year 2
<b>Consent</b>	We teach the children to ask permission before touching or embracing/cuddling a friend. As in our school policy, we teach the children to say 'Stop, I don't like it' if someone does something that they don't like.	Year 2
<b>Egg</b>	Females have special eggs that they need to make a baby. Only females have these seeds.	Year 2
<b>Family</b> 	<p>Families are all the people who are related to each other – they're all connected by the same brothers and sisters, parents, grandparents, or aunts and uncles.</p> <p>There are many different types of families, all capable of the same love, care and relationships.</p> <p>Families come in all shapes and sizes. Love is what makes them all the same!</p>	Reception, Year 1 and Year 2
<b>Friends</b>	Friends are not always related (you can be friends with your family too!), but share interests, fun and feelings.	Reception, Year 1 and Year 2

<b>Genitals</b>	These parts are often called the private parts.	Reception, Year 1 and Year 2
<b>Penis</b>	<p>A male's reproductive and sex organ that is made of spongy tissue that fills with blood during sexual excitement and becomes hard (also known as an erection). Urine and semen pass through the penis through a tube called the urethra. Urine comes out when the penis is soft and semen sometimes comes out when the penis is erect.</p> <p>Medway Definition for Children - the spongy tissue that dangles between the legs. Boys urinate 'wee' through a tube in their penis (the urethra)</p>	Reception, Year 1 and Year 2
<b>Permission</b>	Permission is when we are asking for something and need a yes or no answer. We teach the children that they need to be respectful of someone else's decision.	Reception, Year 1 and Year 2
<b>Privacy/Private</b>	Private means that something or an activity is yours and not for anyone else e.g. when you are in the toilet cubicle that is private time, no-one else should be with you.	Reception, Year 1 and Year 2
<b>Private Parts</b>	<p>We teach the children the anatomically correct names for private parts to increase their self-confidence and promote a positive body image.</p> <p>We use the NSPCC Underwear Rule PANTS guidance to help us teach the children about which parts of their body is private. This helps us to keep children safe without using any grown-up or scary words or mentioning sex. It teaches them that their body is their own, their body parts under their underwear are private, and that no-one should ask to see or touch their private parts or ask them to look at or touch anyone else's.</p> <p>Privates are private Always remember your body belongs to you No means no Talk about secrets that upset you Speak up, someone can help</p>	Reception, Year 1 and Year 2
<b>Sperm</b>	Males have special seeds called sperm that they need to make a baby. Only males have these seeds.	Year 2



<b>Testicle</b>	<p>The gland in which sperm and the hormone testosterone are produced.</p> <p>Medway Definition for Children - two plum-shaped 'balls' in a squashy bag (the scrotum) behind the penis</p>	Reception, Year 1 and Year 2
<b>Urethra</b>	Medway Definition for Children - the tiny opening near the vagina of a tiny tube through which urine 'wee' leaves the body	Year 2
<b>Vagina</b>	<p>A stretchy muscular tube inside the female body that extends from the vulva to the cervix.</p> <p>Medway Definition for Children - the small opening between the legs — a small tube from the outside to the inside of the body.</p>	Reception, Year 1 and Year 2
<b>Vulva</b>	<p>The external (outside) part of a female's genital parts</p> <p>Medway Definition for Children - the area between the legs, which includes the openings to the vagina and urethra, the clitoris and the soft skin covering them</p>	Reception, Year 1 and Year 2