



## Relationship and Sex Education Policy

### Contents

Relationship and Sex Education Policy .....	<b>Error! Bookmark not defined.</b>
UPDATES.....	<b>Error! Bookmark not defined.</b>
1. Aims.....	1
2. 2. Statutory requirements .....	1
3. Policy development .....	2
4. Definition.....	2
5. Curriculum .....	2
6. Delivery of RSE .....	2
7. Roles and responsibilities.....	3
8. Parents’ right to withdraw .....	4
9. Training .....	4
10. Monitoring arrangements.....	5
Appendix 1: Curriculum map .....	6
Appendix 2: By the end of secondary schooling at Elizabeth College pupils should know .....	14
Appendix 3: Parent form: withdrawal from sex education within RSE .....	17

---

### 1. Aims

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

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

### 2. Statutory basis

Elizabeth College is a British School Overseas inspected by the Independent Schools Inspectorate. We therefore teach those aspects of RSE required in the Science curriculum. We also pay heed to UK Law as best practice in all aspects of RSE, considering the guidance set out by the Secretary of State for Education as required by Section 34 of the [Children and Social work act 2017](#), “Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.”

At Elizabeth College we teach RSE as set out in this policy.



### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a small working party 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/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and will be consulted again if any significant changes to the policy are considered
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with the Board of Directors and ratified

### 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

### 5. Curriculum

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, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

### 6. Delivery of RSE

RSE is taught within the personal, social, health and economic and Lifeskills (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

At Elizabeth College Junior School:

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

In addition to Sex education sex education covered in the science curriculum, there are additional lessons provided by the SHARE service that covers:

**Health and hygiene precautions**

Changes at puberty;

Human reproduction; roles and responsibilities of parents

For more information about our RSE curriculum, see Appendices 1 and 2.

At Elizabeth College Senior School:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- › Families
- › Respectful relationships, including friendships
- › Online and media
- › Being safe
- › Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

Elizabeth College sees that 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).

## **7. Roles and responsibilities**

### **7.1 The Board of Directors**

The Board of Directors will approve the RSE policy, and hold the headteacher to account for its implementation.

### **7.2 The Principal**

The headteacher is 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

Reviewed: September 2023

Vice Principal (Pastoral Care and Wellbeing)

Relationship and Sex Education Policy



- 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

Teachers of PSHE and Lifeskills and Science under the guidance of The Head of PSHE and Lifeskills and The Head of Science Faculty 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.

When Outside agencies are responsible for the delivery of RSE The States' Education PSHCE Advisor is responsible to the Head of Inclusion and Services for

Children & Schools for the quality assurance of PSHCE lessons delivered by Support Agencies.

SHARE staff are responsible in part for delivering and providing age and stage appropriate, engaging and current RSE material.

## 7.4 Pupils

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

## 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

At Elizabeth College parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher if the pupil attends Elizabeth College Junior School or the Principal if the student attends Elizabeth College.

A copy of withdrawal requests will be placed in the pupil's educational record. A member of the Senior Leadership Team will discuss the request with parents and is likely to include the perceived benefits of receiving this education and any detrimental effects that withdrawal might have on the child and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## 9. Training

Staff are trained on the delivery of the components of RSE (not covered by SHARE as part of their induction and it is included in our continuing professional development calendar.



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

## **10. Monitoring arrangements**

The delivery of RSE is monitored by The Head of PSHE and Lifeskills through:

work scrutinies,

learning walks,

lesson observations

Student interviews

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by our Assistant Principal, (Pastoral Care and Wellbeing)



## Appendix 1: Curriculum map

### Relationships and sex education curriculum map Within PSHE Scheme of Work at KS1 and 2

	Health and Wellbeing			Relationships			Living in the Wider World		
	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and Emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environment	Money
<b>Year 1</b>	H1 What helps keep bodies healthy; H6, H7 hygiene routines		H13, H14, H15 how to ask for help if worried about something	R1 Recognising feelings in self and others; sharing feelings.	R3 Secrets and keeping safe; R9 special people in their lives	R8 Respecting similarities and differences in others; R5 sharing views and ideas	L4, L8, L9 everybody is unique in some ways and the same in others		



<p><b>Year 2</b></p>	<p><b>H2</b> Healthy choices; <b>H4</b> different feelings; managing feelings</p>	<p><b>H8, H9</b> Growing; changing and being more independent; <b>H10</b> correct names for body parts (including external genitalia)</p>	<p><b>H12</b> Keeping safe in different situations; <b>H13, H14, H15</b> how to ask for help if they are worried about something; <b>H16</b> privacy in different contexts</p>	<p><b>R11, R12</b> bodies and feelings can be hurt</p>	<p>; <b>R10</b> appropriate and inappropriate touch; <b>R13, R14</b> teasing and bullying</p>	<p><b>R8</b> Respecting similarities and differences in others; <b>R5, R7</b> sharing views and ideas</p>	<p><b>L3</b> respecting their own and others' needs; <b>L4</b> groups and communities they belong to;</p>		
<p><b>Year 3</b></p>		<p><b>H8</b> kinds of change and associated feelings <i>Decider Skills</i> <b>H6, H7</b> Describing feelings; conflicting feelings and how to manage feelings</p>	<p><b>H22/H25</b> Strategies for managing personal safety online <b>H23</b> people who help them stay healthy and safe <i>Outside agency lessons</i> <b>H9/10/11</b> keeping safe and managing risk</p>	<p><b>R21</b> personal boundaries and the right to privacy <i>Decider Skills</i> <b>R1</b> Recognising feelings in others; <b>R7</b> responding to how others are feeling</p>	<p><b>R2, R4</b> Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; <b>R8</b> Acceptable and unacceptable physical contact;</p>	<p><b>R16</b> recognising and challenging stereotypes; <i>Cross-curricular: RE</i> <b>R13</b> What makes people the same or different;</p>	<p><b>L1</b> Discuss and debate health and wellbeing issues. <b>L8</b> respecting and resolving differences <i>Cross-curricular RE</i> <b>L11, L12</b> Appreciating difference and diversity in the UK and around the world</p>	<p><b>L3/L4</b> Responsibilities; rights and duties</p>	



<p><b>Year 4</b></p>	<p><b>H1, H2</b> What makes a balanced lifestyle and making choices; <b>H12</b> hygiene and germs</p>	<p><b>H8</b> Coping with change and transition; bereavement and grief <i>Decider Skills</i> <b>H6</b> Intensity of feelings; <b>H7</b> managing complex feelings.</p>	<p><b>H13</b> influences on behaviour; resisting pressure; <b>H14</b> where to get help and advice <b>H22, H25</b> How to keep safe online; <i>Outside agency lessons</i> <b>H15</b> School rules on health and safety; basic emergency <i>Cross-curricular – activity week H9/10/11</i> Managing risk and keeping safe <b>H21</b> How to keep safe in local area</p>	<p><b>R15</b> recognise and manage dares <b>R21</b> personal boundaries and the right to privacy <i>Decider Skills</i> <b>R1</b> Recognising feelings in others; <b>R7</b> responding to how others are feeling</p>	<p><b>R8</b> Acceptable and unacceptable physical contact;</p>	<p><i>Also in Decider Skills</i> <b>R14</b> teasing, bullying, including cyber-bullying</p>	<p><b>L1</b> Discuss and debate health and wellbeing issues. <i>Decider Skills</i> <b>L8</b> respecting and resolving differences  <i>Cross-curricular – Geography</i> <b>L11, L12</b> Appreciating difference and diversity in the UK and around the world</p>		
<p><b>Year 5</b></p>	<p><b>H1</b> What positively and negatively affects health and wellbeing; <b>H2</b> making informed</p>	<p><i>Outside agency lessons</i> <b>H12</b> health and hygiene precautions <b>H18</b> Changes at puberty;</p>	<p><b>H22</b> Strategies for managing personal safety online <b>H24, H25</b> including sharing images; mobile phone safety</p>	<p><b>R1</b> Responding to feelings in others</p>	<p><b>R7</b> consequences of actions; <b>R15</b> recognise and manage dares</p>	<p><b>R10</b> Listening to others; raise concerns and challenge <b>R14</b> teasing, bullying, including cyber-bullying</p>	<p><b>L1</b> Discuss and debate health and wellbeing issues. ; <b>L5</b> human rights overrule harmful beliefs and ideas</p>		



	choices; skills to make choices.	<b>Decider Skills</b> <b>H6</b> Intensity of feelings; <b>H7</b> managing complex feelings.	<b>Outside agency lessons</b> <b>H15</b> basic emergency aid procedures <b>S.H.A.R.E. H18</b> Changes at puberty <b>S.H.A.R.E. H20</b> rights to protect their body				<b>L6</b> anti-social behaviour; <b>Decider Skills</b> <b>L8</b> respecting and resolving differences		
<b>Year 6</b>	<b>H4</b> Images in the media and reality; how this can affect how people feel; <b>Outside agency lessons</b> <b>H1</b> What positively and negatively affects health and wellbeing; <b>H2</b> making informed choices; skills to make choices.	<b>H5</b> Recognising what they are good at; setting goals; aspirations. <b>H8</b> change, including transition and loss <b>Outside agency lessons</b> <b>S.H.A.R.E. H12</b> health and hygiene precautions <b>H18</b> Changes at puberty; <b>H19</b> human reproduction; roles and	<b>H13</b> influences on behaviour; resisting pressure; <b>H22, H24, H25</b> online safety, including sharing images; mobile phone safety <b>Outside agency lessons</b> <b>H9, H10,</b> keeping safe; <b>H11</b> Independence; increased responsibility;	<b>R9</b> Confidentiality and when to break a confidence; <b>R15</b> managing dares <b>R8</b> Acceptable and unacceptable physical touch; <b>R21</b> personal boundaries and the right to privacy <b>Decider Skills</b> <b>R1</b> how to respond appropriately to a wider range of	<b>R2</b> positive and healthy relationships; maintaining relationships; <b>R3</b> recognising when a relationship is unhealthy; <b>Outside agency lessons</b> <b>S.H.A.R.E. R4</b> Different types of relationships; <b>S.H.A.R.E. R5, R19,</b> committed; loving relationships; <b>S.H.A.R.E. R6</b> marriage.	<b>R10</b> Listening to others; raise concerns and challenge. <b>R13</b> What makes people the same or different; <b>R16 , R17</b> recognising and challenging stereotypes; <b>R14 , R18</b> discrimination and bullying	<b>L3, L4</b> Human rights; the rights of child; <b>L9</b> Being part of a community; <b>L17, L18</b> Being critical of what is in the media and what they forward to others <b>Outside agency lessons</b> <b>L6</b> anti-social behaviour;  <b>Cross-curricular group work</b>		



		responsibilities of parents <i>Decider Skills</i> H6 Intensity of feelings; H7 managing complex feelings.	H15 where to get help in an emergency <b>S.H.A.R.E.</b> H20 rights to protect their body and speaking out; <b>H21, H22</b> Strategies for managing personal safety in the local environment; <b>H23</b> who is responsible for their health and safety;	feelings in others	<i>Decider Skills</i> R7 understand that their actions affect themselves and others;		L8 respecting and resolving differences		
--	--	--	--	--------------------	---	--	---	--	--

## Key to learning outcomes and activities

Black: lesson focus      Red: outside agency delivery

Green: decider skills/other whole school initiatives, including assemblies eg Diversity Assembly

Blue: Science Purple: cross-curricular or classroom opportunities



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Years 7 to 11	Michelmas, Lent and Trinity	Scheme of work can be found by following the link below all RSE components are written in pink. <a href="https://elizabethcollege.box.com/s/33ycdljd2ljlg7gg586o0rhcitt2f89g">https://elizabethcollege.box.com/s/33ycdljd2ljlg7gg586o0rhcitt2f89g</a>	



## Appendix 2: By the end of primary schooling at Elizabeth College pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li><li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li></ul>



TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"><li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• The conventions of courtesy and manners</li><li>• The importance of self-respect and how this links to their own happiness</li><li>• 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 those in positions of authority</li><li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li><li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li><li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>
Online relationships	<ul style="list-style-type: none"><li>• That people sometimes behave differently online, including by pretending to be someone they are not</li><li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li><li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li><li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li><li>• How information and data is shared and used online</li></ul>



TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul>

## Appendix 2: By the end of secondary schooling at Elizabeth College pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• 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</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• The characteristics and legal status of other types of long-term relationships</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li><li>• 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</li></ul>



TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"><li>• 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</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• 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)</li><li>• 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</li><li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li><li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li><li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li><li>• 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</li></ul>
Online and media	<ul style="list-style-type: none"><li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li><li>• 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</li><li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li><li>• What to do and where to get support to report material or manage issues online</li><li>• The impact of viewing harmful content</li><li>• 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</li><li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li><li>• How information and data is generated, collected, shared and used online</li></ul>



TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>• 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</li><li>• 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)</li></ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"><li>• 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</li><li>• 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</li><li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li><li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li><li>• That they have a choice to delay sex or to enjoy intimacy without sex</li><li>• The facts about the full range of contraceptive choices, efficacy and options available</li><li>• The facts around pregnancy including miscarriage</li><li>• 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)</li><li>• 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</li><li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li><li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li><li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li></ul>



## Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Notes of discussion and Actions: