



# Relationships and Sexuality Education Policy

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| <b>Date of next policy review</b>                 | <b>September 2022</b>   |
| <b>Name of person responsible for this policy</b> | <b>Governors, Mr Chris Fulton</b>   |
| <b>Other related policies</b>                     | <b>Behaviour and Citizenship, Special Educational Needs (SEN), Intimate Care, Toileting, Teaching &amp; Learning (T&amp;L), Pastoral Care, Personal Development &amp; Mutual Understanding (PDMU)</b> |
| <b>Issued to</b>                                  | <b>Staff, Governors, parents, pupils (abridged copy)</b>  |
| <b>Date of issue</b>                              | <b>September 2020</b>   |

# Relationships and Sexuality Education (RSE) Policy

## Purpose

Schools are diverse communities and places that are integral to the community in which they find themselves both locally and nationally. Victoria Primary is a coeducational controlled school with pupils ranging from age 3/4 in nursery to age 11 in year 7. There are approximately 440 pupils and 40 staff working in the school environment.

Part of a pupil's place in our school and in their community will naturally involve the development of their understanding of friendly, family and wider social relationships. School, in partnership with parents and outside agencies, will provide opportunity for pupils to develop an age appropriate knowledge and understanding of sexuality and relationships.

Our RSE policy reflects our school ethos, vision, values and our PDMU (Personal Development and Mutual Understanding) curricular framework. The policy sets the standard for monitoring and evaluating the teaching and learning of RSE and for how we share this responsibility with our parents and wider community. This policy document will help form part of the wider self-evaluation process of the school.

RSE forms part of our PDMU whole school curricular framework. This is integrated within the wider school curriculum and complements and overlaps with the general Christian ethos and life of the school. Pupils will experience age appropriate opportunity to learn about relationships, bodily development and sexuality in classroom activities taught through the thematic strands of PDMU including: 'Self-Awareness; Feelings and Emotions; Health, Growth and Change; Safety; Relationships; and Similarities and Differences.

The policy is in written line with DENI circulars 2013/16 and 2015/22. This policy is also written with relation to our other school policies including, but not only, Pastoral Care, Intimate Care, Drugs, Safeguarding, SEN (Special Educational Needs), E:Safety, Behaviour and Citizenship, PDMU, T&L (Teaching & Learning) and Confidentiality. This policy is to be reviewed on a 2 year cycle by the school leadership, Board of Governors, pupils and parents. It will be displayed on the school website. There will also be a trifold shortened version of the RSE policy sent home every 2 years.

## Aims

We aim to:

- Provide a planned, age appropriate scheme of work, designed to capitalise on the fascination and interest that children have about themselves, their own growth and development;
- Offer reassurance that such changes are normal and natural.
- Provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules;
- Reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint;
- Help them to have a responsible attitude towards personal relationships including mutual respect and care;
- Develop sensitivity towards the needs of others and provide knowledge of loving relationships;
- Inform children on matters of personal hygiene and related health and healthy lifestyle issues;
- Encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour including alcohol and drug abuse;
- Educate against discrimination and prejudice and help prepare children to make informed choices about relationships;

- Teach pupils the skills of making good choices about relationships;
- Teach pupils the skills of and reasons for making the safest and best choices about e:Safety;
- Provide pupils with skills to understand and articulate what makes them feel happy and safe;
- Help prepare pupils for the physical and emotional changes of growing up;
- Help pupils develop self-expression and their ability to communicate their feelings and emotions;
- Develop within our pupils an attitude of respect for all others;
- Teach pupils to understand the value of stable family life, marriage, love, care and respect;
- Teach the importance of appropriate physical contact between people and what to do if they are worried about this;
- Ensure that children are able to understand and not misinterpret the information they acquire and to provide contexts where they are able to consider and evaluate the information they receive;
- Provide an overview of the planned, age appropriate, scheme of work in line with a broad and balanced curriculum for staff, parents and the Board of Governors;
- Provide an overview of how teaching and learning is monitored and evaluated to staff, governors and parents;
- Raise awareness and promote agencies who can inform and help pupils and parents throughout their lives;

### **Home/School Partnership and Withdrawal**

We believe that parents should generally have the primary role in the delivery of relationship and sexuality learning at home. We therefore actively encourage the need to discuss RSE issues at home without embarrassment. Central to our RSE is the development of pupils' self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others. It is hoped therefore that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, marriage and loving and stable relationships.

We provide parents with opportunities to discuss the school's policy and practice through a parental consultation via a policy evaluation form. Parents will be informed about the timing of the delivery of RSE teaching and offered an opportunity to look at resources through the Parent Pack on the school website or in hard copy and during curricular evenings. Information packs or leaflet distribution is the main method of communication about RSE with our whole school community.

Under the 1993 Education Act parents have the right to withdraw their child from part or all of our Relationships and Sexuality Education. Parents should discuss this matter with the Principal or Vice-Principal. Parents should make it clear which aspect of the programme they do not wish their child to participate in and put this in writing. Resources and information regarding further support and help will be made available.

We would ask parents to reinforce the information and values being taught in Victoria Primary. As written in our E:safety policy, we ask parents to monitor and be responsible for e:safety at home.

## **SEN**

Pupils with specific difficulties will be treated with sensitivity and teaching will be reasonably adapted according to their needs in relation to available resources. Parents with a child with SEN will be consulted, as appropriate to the child's need, as to their wishes regarding RSE. RSE should be provided for all children including those with physical, emotional or learning difficulties.

## **Disability**

If the school has any children with disabilities who require special assistance their needs will be fully considered. Their parents will be consulted.

## **Confidentiality and safeguarding**

Pupils and staff who report anything of an intimate nature will be fully supported via the Child Protection/Safeguarding policy and procedure in school. All school staff are trained in Child Protection/Safeguarding each September. We have a school Safeguarding team. The Designated Teacher is Miss Minnis and the Deputy Designated Teachers are Mr Fulton, Mrs Kernaghan and Mrs Addis (nursery).

## **Whole School approach to teaching RSE**

It is our belief that RSE is the responsibility of all staff and should be an integral part of the teaching and learning process in order to prepare children to cope with the physical and emotional challenges of growing up. It should be provided for all children including those with physical, emotional or learning difficulties. RSE should develop decision-making and communication skills, foster self-esteem, self-awareness and respect for oneself and others. Questions will be responded to as they arise in a straightforward way, giving simple and correct information, using correct terminology for body parts and functions appropriate to the age of the child.

School staff have the right not to feel under pressure to answer difficult questions on the spot or answer questions that they believe to be matters relating to Child Protection/Safeguarding. Staff may use distancing techniques such as referring the question to a question box or communicating with the Principal, Safeguarding team, Pastoral Care co-ordinator or parents if appropriate, allowing time for discussion about the most suitable way to answer what has been posed.

Again, any concerns arising regarding a child or any indications that a child or children are at risk of harm or in danger will be discussed with the school Safeguarding team in line with school policy.

The main delivery of RSE is through Personal Development Mutual Understanding (PDMU), but some aspects are also taught through other subject areas such as WAU (World Around Us), RE (Religious Education) and PE (Physical Education). It is taught by the class teacher, and where possible supportive outside agencies including the school nurse from the Northern Health and Social Care Trust.

We teach pupils about relationships, and we encourage children to discuss issues that they are concerned about. We use the correct biological terms for body parts and their functions. We encourage children to ask for help, providing reassurance that change is part of life's cycle. In approximately May each year in Primary 6 there is a greater emphasis on the changes that occur due to puberty and we are supported by a nurse from our Health Service to disseminate this information.

## **Monitoring and reviewing**

In school the Pastoral care co-ordinator, PDMU co-ordinator and senior leadership team will monitor the teaching of RSE on a termly basis and feedback will be given to staff. The school's governing body are updated on the progress of RSE and will review the school policy along with the school Principal and relevant staff members as well as parents every 2 years. When the policy is reviewed the governing body will give serious consideration to any comments from parents about the RSE programme, and make note of all such comments. RSE will also always feature in the 3 year school development planning.

## **Role of Principal**

It is the responsibility of the Principal to ensure that:

- Policy and practise is developed in accordance with good practice guidelines and recommendations;
- Teaching RSE is carried out effectively in each classroom;
- The policy is reviewed and monitored and approved by governors;
- Staff and parents are informed about policy;
- Staff receive appropriate training and support;
- External agencies adhere to the school policy.

## **Complaints Procedure**

In the unlikely event that parents have any cause for concern about the RSE Policy they will be asked to come into school to resolve the problem in line with the school Complaints Procedures. If the concern cannot be dealt with, the Governors can be contacted via the Curriculum Complaints Procedure.

## **Useful websites**

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.childnet.com/teachers](http://www.childnet.com/teachers)

[www.kidsmart.org.uk](http://www.kidsmart.org.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

[www.safertoknow.info](http://www.safertoknow.info)

[www.exceedingexpectations.org.uk](http://www.exceedingexpectations.org.uk)

[www.endbullying.org.uk](http://www.endbullying.org.uk)

## **Other complementary school policy documents**

E:Safety

Safeguarding

Confidentiality

Pastoral Care

Intimate Care

Behaviour and Citizenship

PDMU

Teaching and Learning

SEN

Complaints

## Appendix 1

### PDMU programme

#### PDMU FOUNDATION STAGE (P1 & P2) Overview

| THEMES                | PRIMARY ONE   | PRIMARY TWO   |
|-----------------------|---|---|
| 1 SELF AWARENESS      | <p><b>P1 induction weeks:</b> What makes me special?<br/> <b>Healthy me!</b> - Who am I? What can I do?</p>   | <p><b>Senses</b> – Understand they are unique and special. Everyone is of equal worth and it is acceptable to be different.</p>   |
| 2 FEELINGS & EMOTIONS | <p><b>Healthy me!</b> - What do I do if I'm sad, angry etc? How does character "x" feel in the story/video?<br/> <b>Golden Rules stories</b>– How will "x" feel if you say "you can't play?" Being a kind &amp; helpful friend, Being gentle, Being honest.<br/> <b>Minibeasts &amp; Woodland animals</b> – likes/dislikes of spiders etc<br/> <b>Nursery Rhymes</b>- empathising with Nursery rhyme characters e.g. Little Miss Muffet</p>   | <p><b>Clothes</b>- recognise how people feel when happy, sad, angry, lonely.<br/> <b>Jack and the Beanstalk</b> – express feelings using verbal and non-verbal language<br/> <b>Light</b> – express variety of feelings</p>   |
| 3 LEARNING TO LEARN   | <p><b>Both year groups use planning boards with the children before each new topic so the children think about what they would like to know and how they may be able to find out about particular things. So learning to learn and thinking about learning happens in each class daily although not necessarily purely within a topic area.</b></p>   |   |
| 4 HEALTH & SAFETY     | <p><b>P1 induction weeks</b>- toilet hygiene, staying with teacher until grown up comes to collect at home time, safe places in school to play.<br/> <b>People who help us</b> – being safe in school and out shopping etc. being seen in dark, road safety.<br/> <b>Healthy me!</b> – germs, exercise, eating, basic hygiene, growth/change part of getting older, Stranger Danger, Road safety demo, safe use of medicines, healthy eating,<br/> <b>Pirates</b>- Safety on trips (road, park, stranger)</p> | <p><b>Senses</b> – Optician visit – looking after our eyes. Visit from Mr Lacey<br/> <b>Light</b> – how can we stay safe in different conditions eg a storm<br/> <b>Zoo</b> – sun safety and how animals keep safe in sun? Don't touch the animals. Washing hands, hygiene.</p> |

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| 5 RELATIONSHIPS                           | <b>Golden Rules stories-</b> Turn taking and teamwork to make everyone feel good.   | <b>Jack and the Beanstalk –</b> examine roles within families.<br><b>Animals –</b> team up with a friend to travel around Zoo. Turn taking. Team work during Play Based Learning and Problem Solving Activities.  |
| 6 RULES, RIGHTS, RESPONSIBILITIES         | <b>P1 induction weeks-</b> our class rules, our school rules, our Golden Rules<br><b>Healthy me!</b> – When working in a team we need rules and respect.<br><b>Minibeasts &amp; Woodland animals –</b> Taking some responsibility for the welfare of creatures<br><b>Pirates-</b> Look at The Pirate Code/rules: similarities and differences from ours | <b>Animals –</b> Why do Zoos have rules? (to keep people/animals safe)<br>Class rules / Golden Rules – continuous throughout the year.<br>Sense of what is fair – through Play Based Learning activities.   |
| 7 MANAGING CONFLICT                       | <b>P1 induction weeks (and throughout the year as issues arise –</b> How do we respond in class, home, playground in conflict situations?<br><b>Pirates-</b> PE Pirate battle   | <b>Light –</b> Identify ways in which conflict may arise and explore ways in which it could be lessened / avoided or resolved.<br>Ongoing during class interactions / Play Based Learning sessions.   |
| 8 SIMILARITIES & DIFFERENCES              | <b>Healthy me!</b> – We are all different/special? Look at abilities and disabilities. Seeing our differences as the things that make us special.<br>Pirates- look at what Pirates ate, how they lived, what they wore, how they treated each other and their prisoners, what their rules were and compare them to us.                                  | <b>Clothes –</b> look at sims and diffs between different cultural dress, look at clothing worn on diff occasions eg wedding, sport, party.<br><b>Senses - Handa's Surprise-</b> Appreciate we are different look at Akeyo and Handa. Visit from Mr Lacey<br><b>Animals –</b> people and animals from different parts of the world what they look/sound like? |
| 9 LEARNING TO LIVE AS MEMBER OF COMMUNITY | <b>People who help us –</b> who does what in our school, wider community. How do we depend on each other in class, school and community?<br><b>Golden Rules stories–</b> Being a kind friend, Being honest, Working hard, Looking after   | <b>Light –</b> What is a lighthouse keeper's role within community?<br><b>Animals –</b> Zoo keepers role in community.<br><b>Senses –</b> Opticians role in community.  |

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|  | property, Being a good listener, Being Gentle<br><b>P.E. &amp; Healthy me!</b> – When working in a team we need rules and respect. | <b>Clothes</b> – role of shoe shop and laundrette |
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## PDMU KS1 (P3 & P4) OVERVIEW

| THEMES                | PRIMARY THREE  | PRIMARY FOUR  |
|-----------------------|--|---|
| 1 SELF AWARENESS      |  | <b>Once upon a Time</b> – examine own feelings and actions  |
| 2 FEELINGS & EMOTIONS | <b>Extinct &amp; endangered animals</b> – begin to explore how they feel about this issue and manage stronger emotions (discussions about number of animals killed each year)  | <b>Once upon a Time</b> – examine own and others feelings/actions and how they can affect others- try to see from another prospective eg from the point of view of the Big Bad Wolf.  |
| 3 LEARNING TO LEARN   | Both year groups also involve the children in planning boards at the beginning of each topic~ WALT, WILT etc.  | <b>Life in Recent Past</b> – how did children learn (rote, fear, beatings, look and say) Sims and diffs to now. How do you learn best? See, Hear, Do? Ongoing - Evaluating and reflecting on topics, thinking about thinking. |
| 4 HEALTH & SAFETY     | <b>Making a Splash</b> – identify ways to protect against extreme weather conditions, (eg heavy rain, freezing) Importance of drinking water, bathing, washing.<br><b>New Life</b> – growth and change are part of cycle of life- plants, life cycles and human growth and development & importance of having a healthy life style<br><b>The Seashore</b> – safety on the bus to Portaferry, and along the water's edge: general safety rules. Sun safety. | <b>Transport</b> – rules for & ways of keeping safe on roads, in cars, buses and trains (train trip to Transport Museum)<br><b>Castles</b> – understand that poor hygiene/diet can impact on health                           |
| 5 RELATIONSHIPS       | <b>Houses &amp; Homes</b> – Who lives in your house?   | <b>Castles</b> – examine the variety of roles in a castle community and contribution made by each member. Turn taking / team work during Activity Based Learning and Problem Solving Activities.                              |

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| 6 RULES, RIGHTS, RESPONSIBILITIES         | <b>Houses &amp; Homes</b> – understand actions can affect others- what rules are at home are they fair/unfair?   | <b>Once upon a Time</b> – examine honesty and fairness within fables, myths, legends and fairy tales.<br><b>Life in Recent Past</b> – What is fair/unfair? What do you believe to be right /wrong eg within school rules. Discuss how and why school rules have changed over time eg removal of cane.<br><b>Castles</b> – understand that rules are essential in an ordered community.<br>Class rules / Golden Rules – continuous throughout year.<br>Sense of what is fair – through ABL activities |
| 7 MANAGING CONFLICT                       | <b>Houses and Homes</b> – debate/ conflict between tradesmen eg. brick layer and glazier, who needs to work first on the building?   | <b>Castles</b> – What happened when rules were broken? (Stocks, etc) What happens now?   |
| 8 SIMILARITIES & DIFFERENCES              | <b>Rain and Water</b> – be aware of diversity of people and their environment (eg flood or drought)<br><b>Houses &amp; Homes</b> – What does your home look like? Are they all built in the same way? Advantages and disadvantages of different types of construction. | <b>Life in Recent Past</b> – becoming aware of heritage and impact war had on children at that time and on future generations  |
| 9 LEARNING TO LIVE AS PART OF A COMMUNITY | <b>Extinct and Endangered animals</b> - our role protecting environment for endangered animals.  | <b>Transport</b> – understand how our environment could be made better/worse and what their contribution may be (eg traffic pollution)<br><b>Once upon a Time</b> – role of the local library, including a visit to the library<br>Through R.E. and Circle Time – discuss how the choices we make can contribute to harmony in class / school community / family / wider community   |

## PDMU KS2 (P5, P6 & P7) OVERVIEW

| THEMES           | PRIMARY FIVE     | PRIMARY SIX             | PRIMARY SEVEN |
|------------------|------------------|-------------------------|---------------|
| 1 SELF AWARENESS | <b>Mighty Me</b> | <b>Me, Myself and I</b> | <b>Famine</b> |

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|  | <p><b>Pupils will be enabled to</b><br/>Look at self esteem and self confidence (I'm Special &amp; My Goal)</p>  | <p><b>Pupils will be enabled to</b><br/>Learn to express views and opinions.<br/>– things they like and don't like discussed during circle time<br/>Role play – how to say no to cigarettes.<br/>Debate the pros and cons of smoking</p>                 | <p><b>Pupils will be enabled to</b><br/>Theme 1 - learn to express views and opinions of (famine) events.</p>   |
| 2 FEELINGS & EMOTIONS  | <p><b>Journeys</b><br/><b>Pupils will have opportunities to</b><br/>Recognise and value the culture of others – Managing feelings<br/>Developing good listening, empathy and resilience for mutually satisfying relationships eg How well do I listen?</p> | <p><b>Titanic</b><br/><b>Pupils will be enabled to:</b><br/>Use circle time to discuss how to recognize, express and manage feelings<br/>Write a diary expressing feelings and emotions of the Titanic experience</p>                                    | <p><b>Victorians</b><br/><b>Pupils will be enabled to</b><br/>Examine different emotions in class about treatment of pupils in Victorian times.</p>   |
| 3 LEARNING TO LEARN  | <p><b>Mighty Me</b><br/><b>Pupils will have opportunities to</b><br/>Look at listening skills (Good listening poster)</p>  | <p><b>Mighty Me</b><br/><b>Pupils will be enabled to:</b><br/>Develop an insight into their strengths and weaknesses inside and outside school – children will think of their place in the world – what are they good at? What talents do they have?</p> | <p><b>Victorians</b><br/><b>Pupils will be enabled to</b><br/>Practice their learning strategies to deepen understanding about life as a poor Victorian.</p> <p><b>Fair Enough</b><br/><b>Pupils will be enabled to</b><br/>Identify their strengths and weaknesses in learning and working on tasks individually and in groups</p> |
| <p><b>All classes have a Big Picture' of the day as a visual timetable of the day's learning activities. All classes use learning boards for their topics in World Around Us (WAU) to show what they know and will learn about a topic. Each classroom displays the cross curricular Thinking Skills and Personal capabilities (TSPC) of the curriculum.</b></p> |  |  |   |
| 4 HEALTH & SAFETY  | <p><b>Keeping Healthy</b><br/><b>Pupils will have opportunities to</b><br/>Understand the relationship between health and hygiene eg safe handling of food<br/>Know about some of the uses of water</p>  | <p><b>Healthy Eating</b></p> <p><b>Puberty Talk</b></p>  | <p><b>Famine / Victorians</b><br/><b>Pupils will be enabled to</b><br/>Understand that bacteria will affect health (as during a famine).</p> <p><b>Victorians</b></p>   |

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|                                   | eg swimming lessons, leisure activities  | <b>Pupil will be enabled to</b><br>Be aware of physical and emotional changes during onset of puberty. (school nurse)  | <b>Pupils will be enabled to</b><br>Contrast the lifestyle of a poor Victorian child with their own lifestyle.  |
| 5 RELATIONSHIPS                   | <b>Seasonal Change</b><br><b>Pupils will have opportunities to explore</b><br>Know that there are a wide variety of emotions which may be expressed in different ways eg I have feelings module-What's that feeling?<br>Understand how feelings can influence one's life eg Feelings module –Feeling good about learning<br>Know some of the ways to deal with different moods eg Feelings module – I feel, I do |  | <b>Victorians</b><br><b>Pupils will be enabled to</b><br>Examine and explore the different types of relationships/roles in Victorian families in Oliver Twist and Christmas Carol.<br><br><b>Buddy Training</b><br><b>P7 pupils will have opportunity to:</b><br><b>Learn about the</b> |
| 6 RULES, RIGHTS, RESPONSIBILITIES | <b>Not taught as part of any particular topic but this theme is covered extensively through:</b><br>Golden Rules, School Rules, Class rules/charter, Class presidents, the House System, the Buddy Systems, School Council, Eco Committee, jobs and responsibilities within each classroom, charity collections and community work (eg Choir to the Barn social club etc)  |  |   |
| 7 MANAGING CONFLICT               |  | <b>Vikings</b><br><b>Pupils will be enabled to:</b><br>Examine ways in which conflict can be caused by words, gestures, symbols or actions – think of playground situations and how they can escalate. Demonstrate through role play different situations and solutions eg Viking Raid | <b>Buddy Training</b><br><b>Pupils will be enabled to</b><br>Manage conflict in the playground  |
| 8 SIMILARITIES & DIFFERENCES      |  | <b>Titanic</b><br><b>Pupils will be enabled to:</b>  | <b>Famine</b><br><b>Pupils will be enabled to</b>   |

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|  |  | <p>Understand that differences and similarities between people arise from a number of factors – consider Titanic passengers and how many came from different backgrounds. Study passenger profiles.</p> <p><b>Adventurers</b><br/>Pupils will be enabled to:<br/>Develop an awareness of lives and cultures of people in the wider world – Study life in Norway and the effects that climate, landscape etc. have on people. Consider life then and now.</p> <p><b>In The News</b><br/>Pupils will be enabled to<br/>Circle time – Similarities and differences in culture. – related to global events in the news eg. Volcanoes, oil spill - countries culture and how it differs. Countries within news stories eg. Africa, china</p> | <p>Know about aspects of their (Irish) cultural heritage.<br/>Recognise how wealth inequality between rich and poor affects people's lives (especially during a famine).</p> <p><b>Fair Enough</b><br/>Pupils will be enabled to<br/>Understand similarities and differences in food and countries</p> |
| <p>9 LEARNING TO LIVE AS PART OF A COMMUNITY</p> |  |   | <p><b>Victorians</b><br/>Pupils will be enabled to<br/>Appreciate the role of democracy and decision makers through discussion on Dr Barnardo,</p> <p><b>Fair Enough</b><br/>Pupils will be enabled to<br/>Know about their role as consumers in society<br/>Know about the process and people</p>     |

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|  |  |  | involved in producing and selling goods<br>Examine the role of advertising/media<br><br>School Council / Eco Team / Newspaper Team |
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