



SIMON BALLE ALL-THROUGH SCHOOL

PSHE/RSE POLICY

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Committee Responsible: Student

Personal, Social, Health and Economic education / Relationships and Sex Education Policy

Introduction

At Simon Balle All-through School, we believe that relationships and sex education (RSE) and health education should be an integral part of the lifelong learning process, beginning in the foundation stage and continuing through to the sixth form. We believe that the earlier a child is exposed to RSE, in an age- and developmentally appropriate way, the better prepared they will be to navigate adolescence and the transition to adult life. We will encourage every student to contribute to make our community a safe and happy environment for all students, and we aim to support each individual as they grow and learn. This will be delivered through the learning for life lessons, teaching RSE and health education alongside existing PSHE content. These sessions help promote initiative, teach values, support independent learning and encourage all to learn of the positivity of diversity within our school community.

This policy was developed with careful consideration to statutory guidance, including '*Relationships and Sex Education (RSE) and Health Education*' and *Keeping Children Safe in Education*, as well as *The Equality act 2010*, and key school documents, statements and policies. It has been developed in consultation with the Governing body, Headteacher, Designated safeguarding persons (DSPs), the Assistant Headteacher responsible for managing and maintaining PSHE, the PSHE subject leader (both in secondary and primary phases) and parents.

Aims

The overarching aim of the PSHE education, incorporating the aims of relationships and sex education (RSE) and health education at Simon Balle All-through School are to:

- Encourage our students to develop a moral and values-rooted framework, which will enable them to make active choices and decisions
- Help students move more confidently and responsibly into adolescence and adulthood
- Provide opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- Provide students with the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop opportunities to develop positive personal attributes such as resilience, self-confidence, self - esteem and empathy
- Create a positive culture around issues of sexuality and relationships

- Teach students the correct vocabulary to describe themselves and their bodies
- Develop skills and understanding to make healthy responsible choices about their health and wellbeing

Statutory requirements

From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level.

If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.

[Ofsted School Inspection Handbook, 2019,p61 pp224/5]

At Simon Balle All-through School we teach PSHE/RSE as set out in this policy, in line with the DfE statutory guidance. (Appendix 3)

As an All-through School, we must provide relationships education to all students as per *section 34* of the Children and Social work act 2017.

We choose to follow the National Curriculum for Relationships and Sex Education and Health Education including requirements to teach science that would include the elements of sex education contained in the science curriculum.

Policy development

The RSE section of this policy has been developed in consultation with staff, governors, students and parents. The consultation and policy development process involved the following steps:

1. Review – the PSHE team collated all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff are regularly given the opportunity to review/preview their age appropriate curriculum that shapes the policy and make any recommendations necessary.
3. Parent/stakeholder consultation – secondary parents and any interested parties were invited to answer a questionnaire about the policy. The policy was shared with primary parents through curriculum workshops; a subsequent survey allowed for input into any suggested alterations.
4. student consultation – we investigated what exactly secondary students want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

PSHE is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

[PSHE Association: PSHE education and programme of study, KS1-5; Jan 2017]

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity in an age appropriate way. It involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

PSHE/SRE Curriculum Provision

The designated Assistant Head & Vice Principal will meet with the PSHE Leads regularly to assist in overseeing the planning, implementation and review of the PSHE/RSE programme.

The Senior Leadership Team, along with the PSHE Lead will ensure that teachers are aware of, and are responding to, local guidelines and national policy statements in relation of PSHE/RSE.

The delivery of PSHE/RSE is through a team of dedicated form tutors and class teachers, and, where appropriate outside agencies and providers. A variety of teaching approaches will be used to give students relevant information, to enable issues to be explored, and to acquire appropriate skills. All staff are required to teach within the school's aims. Teacher support is offered through an in-service training programme led by the PSHE Lead.

Our all-through curriculum is set out on the PSHEE Curriculum Map (accessed via the PSHEE Curriculum Page of the school website), with a clear curriculum overview for each key stage from Early Years to Key Stage 5. We may need to adapt it as and when necessary, for example to deal with a specific issue or concern. Lessons will be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model. It includes a variety of types of family structure, and acceptance of different approaches. Students and teachers are expected to share and respect each other's views while exploring a variety of sexual orientations and identities, without promotion of any. Lessons will also allow time to discuss and educate about the impact of technology on student attitudes. We will encourage the safe use of technology in line with our Safer internet policy and guidance.

For more information about our curriculum, see the [curriculum page](#) and [curriculum map](#) on our school website.

The programme of study covers Key Stages 1 to 5 and is based on three core themes within which there is broad overlap and flexibility:

- Core theme 1. Health and Wellbeing
- Core theme 2. Living in the Wider World
- Core theme 3. Relationships

Primary phase

In the Early Years, personal, social and emotional development (PSED) is taught through whole class sessions and small group work, as well as on an ongoing basis through all learning. This is a focus each and every day. In Key Stage One and Two, PSHE education will be a focussed lesson once per week, with additional assemblies and follow up activities in class.

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

1. Families and people who care for me
2. Caring friendships
3. Respectful relationships
4. Online relationships
5. Being safe

In **EYFS**, personal, social and emotional development is recognised as one of the building blocks of success in life. It supports children's development by helping them to interact effectively and develop positive attitudes to themselves and others. However, this does not happen in isolation and relies on influential adults such as parents and carers providing them with positive feedback and modelling appropriate behaviour.

In the Revised EYFS PSED is broken down into three aspects:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

Self-confidence and self-awareness

This aspect is about how children come to develop confidence in who they are and what they can do and in expressing their own ideas. We know that although many children have several people who care deeply about them all children need to have at least one person who is 'on their side' for them to really thrive. This helps the child feel valued and special and gives them a sense of self-worth. This in turn leads to them being confident with others and knowing when they need support from other people.

Managing Feelings and Behaviour

This aspect is about how children can understand their own feelings and other people's feelings, and how they learn to manage their feelings without letting them spill out at every small annoyance they meet. It also links to how they learn and can follow simple rules which operate in different places such as home and a setting or a play area. Children need the support of adults to help them to understand these complex and often challenging areas.

Making relationships

This aspect is about how young children learn to get along with other children and with adults; how they can see something from somebody else's point of view and take that into account when they play and work with other children. It is also significant in developing friendships. To be able to do these things children need role models – adults who show them how to be with others; how to be kind and to understand why people behave in certain ways – such as saying sorry for hurting

another person's feelings.

This area of development and learning is one which many adults continue to struggle with since it is far-ranging and complex. Helping children develop personally, socially and emotionally is often challenging but the benefits of this are life-long.

At **Key Stage 1**, personal, social, health and economic education (PSHE education) is taught as a subject with a specific focus on promoting the spiritual, cultural, mental and physical development of students at the school and in society. Its aim is to prepare students at the school for the opportunities, responsibilities and experiences of later life. The devised curriculum meets the expectations of the statutory relationship education that primary children are to receive. In line with the all-through school, PSHE is known as 'Learning for Life'.

The topics are:

- Keeping/Staying Safe
- Keeping/Staying Healthy
- Relationships
- Being Responsible
- Feelings and Emotions
- Online Safety
- Hazard Watch (managing and understanding dangers, locally and globally)
- Money Matters

During **Key Stage 2** students will continue their Learning for Life sessions, following the same themes from KS1. However there are two additional themes:

- The Working World (preparing to be citizens of the future and making a positive contribution to the working world)
- A World Without Judgement (British values and learning to respect and value difference and diversity)

Relationship and health education will include support for children's developing understanding of puberty and changes to their bodies.

Following DFE recommendations students will receive sex education in Years 5 and 6. This will be offered in discrete lessons, making links with the wider curriculum, in particular science lessons. The age appropriate lesson coverage can be shared with parents through our curriculum map.

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

Secondary phase

Secondary Students are taught in their form groups during 2 dedicated sessions per week (known as Learning for Life). A comprehensive range of SOW's, teaching resources, including links to staff development, are available to teachers and these are stored on the staff intranet and on the PSHE shared area. PSHE/RSE resources are user friendly with detailed lesson plans and guidance on the delivery. The PSHE Leads, Line Manager and Year Leaders can meet each half term, to review, plan, evaluate and modify PSHE lessons.

Further delivery of PSHE is evident through various school events, educational visits, careers guidance, work experience, pastoral care, assemblies, student voice and through teaching and learning in other subject areas.

At **Key Stage 3** students build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during their primary school phase. PSHE education acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Students are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At **Key Stage 4** students extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. By Key Stage 4 increasing numbers of students may be gaining direct experience of issues taught through PSHE education.

At **Key Stage 5** there is no National Curriculum and so the role in the 6th form has a slightly different emphasis. Whereas key stages 1-4 have been preparing our students for the future, in Key stage 5 students may be having a more direct experience of the issues explored in earlier years. There is a slight shift from skills and concepts to content because by now many of the skills should in place from earlier key stages. Students therefore need up to date information on a wide range of issues and also a strong voice in determining the areas that are covered - asking them what they feel they need covering or revisiting.

Some of the key areas for KS5 students are around relationships and sexual health, especially how to access support services; independent study skills; alcohol and drugs; careers-related work around university/job/apprenticeships applications; and guidance in becoming young adults who are drivers, employees and who are moving towards forming long-term relationships and parenthood.

Through the secondary phase, we will interleave RSE alongside personal, social, health and economic education (PSHE) during Learning for Life lessons. Some biological aspects of RSE will also be taught within the science curriculum (KS3/KS4).

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

1. Families (Relationships)
2. Respectful relationships, including friendships (Relationships)
3. Online and media (Wider world)
4. Being safe (Wellbeing, wider world and relationships)
5. Intimate and sexual relationships, including sexual health (Relationships)

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

We intend our policy to be sensitive to the needs of different groups. We will respond to parental requests and concerns. If necessary within school, we will refer students to specialist support where we deem it appropriate, this may be particularly pertinent for those students with Special Educational Needs.

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, along with reflecting sensitively

that some children may have a different structure of support around them (for example: looked after children or young carers).

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality or gender identity, need to feel that sex and relationship education is relevant to them.

As part of our reflection we will invite students to provide feedback through 'student voice about our PSHE/RSE provisions to make sure that we are meeting the needs of all students.

Confidentiality, controversial and sensitive issues

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the headteacher of any disclosure unless the headteacher has specifically requested them to do so or if there is an issue relating to child protection or safeguarding.

Teachers, in line with best practice, will implement a working agreement with their class of students so that all students are aware that anything disclosed which raises issue of child protection or safeguarding will be reported. If the teacher has concerns, they will notify their concerns to the DSP. Other support agencies working within the school classroom context are governed by the school's confidentiality policy, although health professionals such as school counsellors/nurses will be bound by their professional confidentiality guidelines.

Roles and responsibilities

(i) The Governing Board

The governing board will approve the PSHE/RSE policy, and hold the Headteacher to account for its implementation.

(ii) The Headteacher

The Headteacher is responsible for ensuring that PSHE/RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory or non-science components of RSE (see section p8).

(iii) Staff

The staff members responsible for PSHE/RSE in this school are:

Primary Phase:

- Vice Principal
- PSHE subject champion
- Class teachers

Secondary Phase:

- PSHE Leads
- Form tutors
- Head of Years

Staff are responsible for:

- Delivering PSHE/RSE in a sensitive way
- Modelling positive attitudes to PSHE/RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory or non-science components of PSHE/RSE
- Staff do not have the right to opt out of teaching PSHE/RSE. Staff who have concerns about teaching PSHE/RSE are encouraged to discuss this with the headteacher.
- All teachers are encouraged to develop a repertoire of flexible, active learning methods in line with our teaching and learning principles.

(iv) Children/Students

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

Parents' right to withdraw

The school is aware that the primary role in young people's relationships and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of young people at our school through mutual understanding, trust and co-operation.

Parents do not have the right to withdraw their children from relationships education or the statutory science curriculum, but they do have the right to withdraw their children from the non-statutory or 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, making it clear which aspects of the programme they do not wish their child to participate in and addressed to the headteacher.

A sample template form can be found in *Appendix 2* of this policy.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher or member of the PSHE team will discuss the request with parents and take appropriate action.

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

Monitoring, assessment, reporting and recording

It would be inappropriate for assessment in PSHE education to be about levels or grades, passing or failing. According to the PSHE association, the model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a student is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the student's own starting point, not the performance of others or the requirements of an exam syllabus.

It is important that students have opportunities to reflect on their learning and assessment. This also increases their motivation and improves learning, as their raised awareness of their development illustrates the value of their learning.

The assessment should broadly fall into the following

1. A baseline assessment
2. Delivery of lessons that house formative assessment and a variety of teaching strategies
3. An assessment of learning measured against the baseline.

The assessment results are collaborated by the pastoral team and fed back to the PSHE Leads. The results will enable future sessions to be planned responding to any emerging needs.

Monitoring, Evaluation and Review

The policy will be evaluated and reviewed every two years by the Senior Leader in charge and the PSHE team. Regular student voice will be sought via questionnaires and student parliament.

Dissemination of the Policy

This policy is available by request to parents and carers, the LA and Ofsted through the Headteacher.

Appendix 1: By the end of primary school students should know:

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

By the end of secondary school students should know

TOPIC	STUDENT S SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> ● 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
Online and media	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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 ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others

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| | <ul style="list-style-type: none">• 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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Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Specific curriculum area of sex education you would like to withdraw your child from			
Reason for withdrawing your child			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Staff signature	

Appendix 3: Education, Relationships and Sex Education (RSE) and Health Education; Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers; February 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf