



Relationships & Sex and Health Education Policy

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1. Policy Statement

Bosworth Independent School (BIS) is committed to the spiritual, moral, social, cultural, mental and physical development of every child and young person. The ethos of BIS and its whole curriculum, as well as the specific framework: within which personal, social and health education is taught, is geared to this goal. The development of productive and lasting relationships with others is a deeply important part of human growth and flourishing and therefore of vital importance to this central educational goal.

Relationships and Sex Education (RSE) is taught in BIS within this context. Its purpose is to give children and young people the skills, knowledge and understanding that they will need in order to make responsible decisions about their life, to learn to respect themselves and others and to move with confidence from childhood into adolescence and adulthood. It is centrally concerned with supporting children and young people through their physical, emotional and moral development.

Relationships and Sex Education (RSE) is: “Lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.” (DfE)

SRE is appropriate to the age and stage of development of the children being taught. For younger children, it has at its centre friendship and the maintenance of healthy and respectful relationships with others. Equally, it is important that children are aware of and prepared for the physical and other changes of puberty before they take place.

Teaching resources and materials are differentiated, and reasonable adjustments made for students with special needs (SEND) for students to access the learning at every stage of their development.

Adaptions are also made for international students and for those who require additional support due to being EFL (English as a foreign language) in order for them to fully access the curriculum.

For all children and young people, SRE is designed to help them to discuss and deal with difficult social and moral situations that they may be encountering in the present or may encounter in later life. It helps them to make considered choices which are right for them, and to be better able to resist social pressures in relationships of all sorts. It enables them to recognise how their own behaviour could inappropriately create pressures on others and to avoid doing so. At the appropriate ages, this includes proper teaching of consent, both legally and morally.

Close interpersonal relationships are both a source of great joy and fulfilment and also a setting in which people may be at their most vulnerable. SRE is designed to help children and young people to negotiate their relationships in ways which are positive for them and others. Younger children will learn about negotiating difficult issues and disagreements within friendships, how to respond to difficulties in ways which respect themselves and others and how to recognise and restrain behaviours in themselves which may cause distress to others. These themes will be developed throughout the programme of Sex and Relationships Education in ways which are

appropriate to the age and maturity of pupils. At appropriate stages, teaching should ensure that young people are sensitised to the risks of inappropriate, controlling or abusive relationships, helped to recognise the signs and to know where and how to find help if needed.

Sex and Relationships Education enables young people to understand and accept themselves and others. It helps young people to recognise that people are different from one another and to appreciate and value those differences. It helps children and young people to understand what will be important to them in a successful relationship and how to communicate this successfully. It also gives young people knowledge and skills to prevent prejudice and to challenge it where it occurs. It is not the role of SRE to promote any particular sexuality, but it is the role of SRE to promote respect for and acceptance of others, whatever their sexuality, and to challenge prejudice based on gender, sexuality or other grounds.

SRE Develops an understanding of the value of stable, loving and caring long-term relationships, as

Key building blocks of society and as providing a strong basis for bringing up children. It encourages the appreciation of marriage, civil partnerships, family life and the implications of parenthood, recognising that there are strong and mutually supportive relationships outside marriage. It ensures that no young person is stigmatised on the grounds of their own family background or circumstances.

SRE does not encourage early sexual experimentation but enables understanding of the reasons for delaying sexual activity and the benefits of this. Within this context, it ensures that young people have an understanding of contraception and of the risks of sexually transmitted infections. It sets out to reduce the incidence of unwanted pregnancy and ensures that young people are able to discuss and develop understanding of abortion in an appropriate way. SRE respects the religious and ethical beliefs of pupils and their parents, and parents may withdraw pupils from SRE except in relation to the requirements to teach human reproduction in biology. SRE focuses equally on boys and girls, and all aspects of this policy apply to the education of both.

BIS is fully committed to ensuring that the application of this SRE policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

This policy is applicable to all students of compulsory school age and in Sixth Form including those in boarding. BIS seeks to implement this policy through adherence to the procedures set out in the rest of this document.

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the School offices and should be read in conjunction with the following documents: Anti-Bullying, Behaviour, Child Protection Policy, Equal Opportunities, PSHE policy, PSHE and Citizenship Schemes of work, Teaching and Learning.

This document is reviewed annually by Assistant Head Pastoral or as events or legislation change requires.

2. Key Personnel

SRE in the School is coordinated by Ita Coverdale, Assistant Head Pastoral, in conjunction with the Heads of Year. All staff are teachers of PSHE and Social Moral Spiritual Cultural (SMSC) values, it underpins everything we do in the School. Staff will ensure that they are familiar with the School's Safeguarding and Child Protection Policy; Anti-bullying Policy; and Behaviour Policy.

Teachers 'live the values' of the School and are a positive role model to pupils.

3. Aims and Objectives of SRE at BIS

- The programme is integrated into the delivery of Personal, Social and Health Education and other relevant areas of the curriculum
- Staff who deliver the programme are appropriately trained so that it is delivered effectively
- Parents are informed of their right to withdraw their child from sex education within RSE.
- SRE is monitored and reviewed
- Staff are responsible for adhering to the policy on confidentiality as set out in the School's Safeguarding and Child Protection Policy
- BIS has developed a graduated, age—appropriate programme
- Ensures that children are prepared for the changes of puberty
- Recognises that aspects of the Sex and Relationships Education Policy will be sensitive and call for careful judgement. The policy is complementary to, and supportive of, the role of parents in educating their children about such matters
- Develop understanding and attitudes that are rooted in values which prepare students to view relationships in a responsible manner based on mutual respect, and develop an acceptance of difference and diversity
- Foster self-esteem and self -awareness, and encourage consideration of values, moral issues, sexuality and personal relationships through the development of communication and decision-making skills
- Help students to have a clear understanding of the arguments for delaying sexual activity and resisting peer pressure, as well as a knowledge of how the law applies to sexual relationships
- Act in loco parentis so that the personal beliefs and attitudes of teachers do not unduly influence the teaching of sex and relationships education, and ensure teaching materials are appropriate to the age and cultural background of the students concerned
- Affirm the value of loving and caring relationships and encourage the appreciation of marriage, civil partnerships, family life and the implications of parenthood, recognising that there are strong and mutually supportive relationships outside marriage
- Ensure there is no stigmatisation of students based on their home circumstances or sexual orientation
- Instil a respect for the cultural and religious influences on individual sexuality
- Teach the legal and moral principles of consent
- Make students aware of their rights and responsibilities in close personal relationships, including helping students to understand what inappropriate behaviour is, both to reduce its incidence and to build confidence to deal with it if it occurs, seeking to reduce violence, particularly against women and girls
- Set out clearly issues relating to their personal safety more broadly, including how to communicate about concerns and seek advice without embarrassment
- BIS challenges the use of homophobic and other sexually discriminating language or behaviour

4. Procedures

SRE is incorporated into the PSHE programme. PSHE sessions are delivered once a week as a discrete lesson and expanded upon during personal tutor time in order to ensure material is age appropriate. This will normally be with the student's own tutor.

Where appropriate, SRE is also incorporated into assemblies throughout the year with Heads of Year and visiting speakers.

Each year group will usually cover five main topics throughout the year and it is a spiral curriculum. The topics covered are:

1. Rights and relationships
2. Me and my body
3. Staying safe
4. Protecting our world
5. Money matters

The PSHE scheme of work reflects our commitment to helping prepare young people to lead confident, healthy, safe and independent lives in British society. Pupils are encouraged to develop their self- knowledge, self-esteem and self-confidence, to accept responsibility for their behaviour, to show initiative, and to gain the skills and understanding they need to become confident and positive contributors to community life.

These topics are not formally assessed, since they are intended to be largely discussion based and informal, however student understanding is assessed through a range of activities after each topic is completed. In this way students have been found to respond positively to the learning, with greater impact.

The RSE curriculum at BIS is delivered through the PSHE lessons, during pastoral assemblies and with bespoke events with visiting speakers. See Appendix B, DfE statutory guidance for delivery: Families, respectful relationships (including friendships), online and media, being safe, intimate and sexual relationships (including sexual health) and the legal provisions and safeguarding issues.

Where necessary we may adapt delivery in year. We have developed a spiral curriculum in RSE, in consideration of the previous awareness, age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner and staff are aware that our students arrive at different stages of understanding across Key stages 3, 4 and 5. See Appendix A for more information.

Pupils and staff are expected to establish specific ground rules and boundaries to ensure that sensitive issues are handled with mutual respect, recognising that both Pupils and teachers have a right to privacy. It is recognised that staff are not experts in all the areas covered by PSHE, rather facilitators of pupils' learning. Any concerns that staff have arising from PSHE sessions should be directed in the first instance to the Head of Year, followed by the Assistant Head Pastoral.

If there are individual concerns from staff or students regarding the content, these may be directed towards Assistant Head Pastoral in the first instance.

Curriculum

Parents

Parents have the right to request their children be withdrawn or excused from all or part of the sex education areas within RSE curriculum, but not from teaching the biological aspects of human growth and reproduction necessary under National Curriculum Science. There is no right to withdraw from the Relationships education or Health education within RSE, as these are statutory. Parents should be consulted, and their views considered when the school implements a Sex and Relationships Education Policy, and parents will be invited to comment on the extent to which this policy reflects their wishes and the culture of the community served by their school.

Certain lessons are mandatory under the National Curriculum in Science and are excluded from the right of parents to withdraw their children. Such mandatory lessons will not include material on AIDS, HIV and other sexually transmitted diseases, or any aspect, other than biological aspects of human sexual behaviour.

Teaching

The Schemes of Work for sex education demonstrate:

Progression: As students get older, language, concepts and content will increase in depth and complexity as the students mature physically, intellectually, emotionally and socially.

Relevance and Differentiation: Teachers, in being aware of the levels of development of their students, identify existing knowledge and needs and build on them appropriately.

Integration: Sex education is integrated into a programme of personal, social and health education and into other relevant areas of the curriculum.

Different types of relationships, challenging attitudes, promoting inclusion and reducing discrimination are all part of the sex and relationships education programme, and teachers deal sensitively about issues of sexual orientation. The sex and relationships education programme includes an understanding of all different types of relationships.

Teachers have always taken a pastoral interest in the welfare and wellbeing of children and young people and will continue to do so in these matters. Care is taken, however, in counselling and giving advice to individual students, particularly with regard to their sexual behaviour, and will not trespass on the proper exercise of parental rights and responsibilities. It requires skilled judgement to know when to counsel and when and how to refer for specialist counselling and support.

Implementation: Where external specialists are brought in to support Sex and Relationships Education, they will be required to conform to the school's PSHE/SRE Policy

Teachers encourage students to seek advice from parents and/or general practitioners or appropriate health professionals attached to the school or academy where relevant. The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of sexual behaviour.

Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of the sex education programme.

In such cases, particularly since they may involve students whose parents have withdrawn them from sex education, teachers balance the need to give proper attention to relevant issues with the need to respect students' and parents' views and sensibilities.

BIS supports the discussion of topics such as contraception, abortion, homosexuality, HIV/AIDS and other sexually transmitted diseases through their PSHE/SRE curriculum.

Morals and Morality

Morals and morality are essential dimensions of sexuality and relationships. The sex and relationships programmes in BCS respect individual differences including those relating to cultural, religious, ethnic and family backgrounds, and endeavours to promote those values of respect and dignity for human life which are common to all faiths and societies. In so doing the ethos of BCS is given particular emphasis. Specific areas which should be treated with sensitivity include:

Relationships

Relationships have an important part to play in sex and relationship education. Friendship, making relationships and the valuing of friendship are likely to be topics in the early part of the programme. Choosing a partner and assessing personal qualities, will be considered together with roles, avoidance of stereotyping and acknowledging different attitudes and influences. Commitment trust and love within relationships and honest with self and others will also be included.

Contraception

Teachers should not give personal, individual advice on contraception to students and may never do so to those under 16 years for whom sexual intercourse is unlawful. The different types of contraceptive methods will be dealt with generally together with information about agencies which offer help and advice.

Abortion

It is accepted that abortion is an emotive issue and that all teaching must present a balanced view that respects a range of religious beliefs and takes into account the law relating to abortion.

Teaching this topic provides an opportunity to establish fact, clarify thinking and explore values and beliefs.

HIV/AIDS/Sexually Transmitted Diseases

Students in all age groups need to know the difference between HIV and AIDS, modes of transmission, basic hygiene and risky behaviours (for young children, for example, picking up discarded needles or any skin piercing; for older students sharing needles and specific sexual behaviour)

Sexuality and Physical Development

Self-awareness and change are important dimensions in sex and relationship education, as are acceptance of the sexuality, sexual orientation and choices made by others. This includes an understanding of the pressures from peers and the media.

Monitoring, Evaluation, Review and Coordination

The Assistant Head Academic, is responsible for monitoring and evaluating standards of pupils' learning and the quality of teaching through lesson observations and feedback. Within PSHE and RSE, Assistant Head Pastoral, also assumes responsibility for monitoring and evaluating these standards. The Assistant Head Pastoral support colleagues in the teaching of PSHE by giving staff information about current developments in the subject and by providing a strategic lead and direction for the subject in the school as well as providing INSET training as required. The Assistant

Head Pastoral will monitor Schemes of work and Medium term planning. It is her role to review the policy and scheme of work on a regular basis.

5. Coordination and Implementation

- 5.1. The proposed content of a programme of relationship and sex education from Year 7 to Year 11 will be determined by each School and overseen by the Regional Education Directors.
- 5.2. The headteacher in each secondary School will oversee the planning of a programme of content for relationships education. Each Regional Education Director will review this on an annual basis with our secondary headteachers. The headteachers will ensure it is age appropriate, meets all statutory guidance and is taught well.
- 5.3. Relationships and sex education is coordinated by the Assistant Head Pastoral alongside the Pastoral Team and delivered through:
 - Curriculum subjects (e.g. science, English, PE);
 - Themes and topics within PSHE;
 - Spiritual, moral, social and cultural provision;
 - Pastoral, tutor time, check-ins and assemblies;
 - Use of external agencies/organisations to enhance existing delivery – The School will ensure appropriate checks are completed on any visitors to ensure their credentials and that the delivery is in line with the planned programme.
- 5.4. Staff will ensure clear ground rules are set when teaching sensitive topics. Examples include: safeguarding, confidentiality, respect, listening and non-judgemental.
- 5.5. We have high expectations of the quality of pupils' work within relationships education. We will build on the knowledge that pupils have previously acquired and obtain regular feedback to assess and capture progress.
- 5.6. Students' development in RSE is monitored by Head of Year and Personal Tutors, through discussion, observations and assessment. The content is evaluated by student voice, feedback forms and teacher feedback. Tutors are responsible for ensuring RSE teaching is inclusive and age-appropriate, responds to the needs of individuals (including SEND and EFL) and models positive attitudes to RSE.

6. The role of parents

- 6.1. We wish to build a positive and supporting relationship with the parents of children at the School through mutual understanding, trust and cooperation.
- 6.2. In promoting this objective, we:
 - Inform parents about the School's relationship education policy and practice;
 - Answer any questions that parents may have about the relationship education of their child
 - Inform parents about the best practice known regarding relationship education.

6.3. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

6.3.1. We will provide clear opportunities for all parents and carers to know what will be taught and when, and to discuss the programme of relationship education lessons so that they understand the purpose and our approach. We will explain what the issues are and how they are taught and give parents and carers the opportunity to see the materials the School uses in its teaching.

6.3.2. Parents should be aware that since September 2020, they no longer have the right to withdraw their child from any part of our relationships education or health education programmes at primary or secondary level.

6.3.3. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory relationships and sex education. We will discuss any request with parents/carers (and the child if appropriate) to understand the rationale, provide clarity on the purpose, the benefits of inclusion and the detrimental effects of withdrawal. This will be recorded for information to relevant staff. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

7. Training

- 7.1. Headteachers are responsible for organising the training of staff and assuring the quality of this training.
- 7.2. Staff will receive training that equips them with the knowledge and understanding to deliver our policy and programme of relationships and sex education lessons effectively.
- 7.3. Staff wellbeing will also be considered at all times. Staff will discuss with their line manager if they have any personal experience or views that need to be considered to ensure delivery is appropriate and effective for all.
- 7.4. The DfE have provided useful resources to support this process:
- [DfE Guidance: Teacher Training - Being Safe](#)
 - [DfE Guidance: Teaching about relationships, sex and health](#)
- 7.5. The PSHE Association also provides a wealth of resources to support staff training: www.pshe-association.org.uk

8. Responsibilities

- 8.1. The following responsibilities apply in relation to this policy:
- The Board of Trustees is responsible for evaluating the impact of the policy and for reviewing it annually to ensure compliance with statutory regulations.
 - The National Director of Education and the Regional Education Directors are responsible for monitoring the implementation and impact of the policy.
 - The Headteacher (together with Assistant Head Pastoral) are responsible for implementing the policy and assuring high quality in the teaching of relationships and sex education.

9. Monitoring and Compliance

- 9.1. This policy will be monitored in Governance Visits throughout the year.
- 9.2. The Executive Principal will work with headteachers to review compliance of this policy and provide an evaluation to the Executive Leadership Team about implementation including the quality of staff training and engagement with parents/carers.

Appendix A - RSE Curriculum at BIS

Year 7 -

- Building healthy friendships
- Keeping safe on-line
- Respect for self and own body
- Understanding puberty (physical and emotional changes) and personal hygiene
- Menstrual wellbeing

Year 8 -

- Strategies for developing healthy and trusting friendships.
- Safety risks of communication online, texting and image sharing.
- Understanding birth and contraception
- Personal hygiene and changing bodies.
- Understanding emotional development, mood changes

Year 9 –

- Healthy choices around sex and relationships
- Safety risks of communication online and social media.
- Abusive and harmful relationships.
- UK law and age of consent
- Understanding contraception and sexual health (STIs)
- UK Law - FGM
- Recognising harmful sexual relationships.
- Sexting/ image sharing

Year 10 –

- Online safety – CSE/grooming/pornography
- Staying safe – personal safety and understanding consent
- Developing healthy relationships including respect, boundaries and managing conflict
- UK Law - Sexting and image sharing

Year 11 –

- Personal health – raising awareness around women’s health and men’s health.
- Sexual health and wellbeing – contraception
- Sexual harassment and coercive behaviour (including online as the same expectations apply in different contexts)
- Recognising possible impact from viewing explicit images online
- Families, pregnancy and parenting children
- UK Law – marriage and stable relationships
- LGBTQ+ and the Equality Act (legal rights and responsibilities regarding protected characteristics)

Year 12 –

- Digital Resilience – online abuse and CSE
- Positive body image (including misuse of pornography)
- The Equality Act and understanding discrimination (Sexual and gender based)
- Sexual harassment and personal safety
- Consent and UK law
- Managing risk and personal safety (including spiking and harmful sexual behaviours)
- Sexual health (physical, mental and social wellbeing)

Year 13 –

- Managing risk and personal safety (including online)
- Sexual health and contraception
- Parenting and healthy relationships
- Forming and maintaining respectful relationships

Please note: All ages and stages will attend school wide events on understanding consent and harmful sexual behaviour (including training on being an active bystander), staying safe online and developing awareness of issues around pornography, image sharing, texting and CSE.

Appendix B - DfE Statutory Guidance:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary¹:

<p>Families</p>	<p>Pupils should know</p> <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.
<p>Respectful relationships, including friendships</p>	<p>Pupils should know</p> <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. • 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

¹ [Relationships Education, Relationships and Sex Education and Health Education guidance](#) (DfE, September 2021)

	<p>and how and where to get help.</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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).

<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know</p> <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 and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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