



**NESTON**  
HIGH SCHOOL

## Relationship & Sex Education Policy

Policy owners/leads:	SNT/LJO/LTR
Notes:	
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Website:	Yes
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# 1. Policy Rationale and Ethos

- 1.1 This policy covers Neston High School's approach to Relationships and Sex Education. It was produced by the Head of PSHE through consultation with staff, students, and parents.
- 1.2 Neston High School define 'Relationships and Sex Education' as being about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values.
- 1.3 Neston High School believes that Relationship and Sex Education is important for our students and our school because it is vital that our students leave Neston High School with an understanding of the world they will be entering and the risks they may encounter.
- 1.4 RSE contributes to the development of positive relationships at Neston High School.
- 1.5 We view the partnership of home and school as vital in providing the context for such a strong RSE programme and hope that all of the messages we are giving to students are reinforced at home.
- 1.6 Neston High School ensures that RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND).
- 1.7 RSE provision is created to meet the needs of pupils at Neston High School and reflect the community of Neston.
- 1.8 The RSE curriculum has links to Social, Moral, Spiritual and Cultural education.
- 1.9 Our teachers are responsible for differentiating the content that they are delivering and making sure that it is appropriate for their students.
- 1.10 Neston High School utilises their Learning Support Assistants to ensure any students who are struggling to access the lesson are supported effectively.
- 1.11 We ensure RSE fosters gender equality and LGBT+ equality by ensuring students are given none gender-specific guidance.

# 2. Aims

- 2.1 The aims of Relationship and Sex Education (RSE) at Neston High School are to:
  - 2.1.1 Provide a safe space in which sensitive discussions can take place
  - 2.1.2 Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
  - 2.1.3 Help students develop feelings of self-respect, confidence and empathy, especially in regards to consent
  - 2.1.4 Create a positive culture around sexuality and relationships
  - 2.1.5 Teach students appropriate vocabulary to describe themselves and their bodies

# 3. Statutory requirements

- 3.1 Since September 2020, it is mandatory for RSE to be taught in secondary education, per the Children and Social work act 2017.
- 3.2 In teaching RSE, Neston High School must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

# 4. Definition

- 4.1 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.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity.

## 5. Curriculum design

- 5.1 RSE is embedded within the PSHE curriculum, and is supported by PLMs, Head of Years, external agencies and assemblies. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in Religious Education (RE).
- 5.2 RSE is a cyclical curriculum whereby knowledge and skills are developed from KS3 to KS5, ensuring age-appropriate provision is taught.
- 5.3 RSE provides a provision for all students and may include targeted interventions by PLMs and Head of Years.
- 5.4 Our RSE programme is an integral part of our whole school PSHCE education provision and, across all key stages, will cover:
  - 5.4.1 Developing discussion and communication skills;
  - 5.4.2 Communication, including how to manage changing relationships and emotions;
  - 5.4.3 Recognising and assessing potential risks;
  - 5.4.4 Assertiveness;
  - 5.4.5 Seeking help and support when required;
  - 5.4.6 Informed decision-making;
  - 5.4.7 Self-respect and empathy for others;
  - 5.4.8 Recognising and maximising a healthy lifestyle;
  - 5.4.9 Managing conflict;
  - 5.4.10 Understanding consent;
  - 5.4.11 Recognising exploitation, abuse and harassment;
  - 5.4.12 Contraception and STI awareness;
  - 5.4.13 Critical awareness of messages from the media.
- 5.5 RSE will be taught as part of the PSHE curriculum on a Monday Period 3, week 1. The lessons will be delivered by form teachers.

## 6. Delivery of RSE

### 6.1 Resources

- 6.1.1 High quality resources, created mainly by the Head of PSHE, will support our RSE provision and will be regularly reviewed.
- 6.1.2 Resources will be factual and conform to legal standards, whilst allowing pupils to work at an appropriate literacy level using age-appropriate materials.
- 6.1.3 Selected resources, such as clips, will be used, which support and promote understanding within a moral/values context and underpin the messages needing to be delivered to students.

- 6.1.4 Learning about Relationships and Sex Education in PSHE lessons will link and complement learning in Religious Education and Science.
- 6.1.5 Students will be encouraged to reflect on their own learning and progress, through discussion or by using red/purple pen throughout their PSHE books.
- 6.1.6 Resources will be available on staff resources for all staff to access at least two weeks before they need to deliver it.
- 6.1.7 PSE Teachers are responsible for:
  - 6.1.7.1.1 Delivering PSHE and RSE in a sensitive way
  - 6.1.7.1.2 Having a deep and comprehensive knowledge of pupils in their class
  - 6.1.7.1.3 Modelling positive attitudes to RSE
  - 6.1.7.1.4 Monitoring the progress of students
  - 6.1.7.1.5 Responding to individual needs of students
  - 6.1.7.1.6 Use responsive teaching to address misconceptions

## 6.2 Teaching Methods

- 6.2.1 Safe and Relaxed environment for pupils and staff:
- 6.2.2 Establishing ground rules: Pupils collaboratively formulate ground rules to ensure a respectful and safe learning environment. This empowers student to voice their thoughts and questions, knowing they will be treated seriously and with respect.
- 6.2.3 Utilising distancing techniques: Case studies and scenarios provide a platform for pupils to discuss personal experiences in a hypothetical situation. This method allows for the exploration of potential outcomes in a secure and risk-free context.
- 6.2.4 Handling questions: Clear boundaries and ground rules minimise unexpected queries, but when faced with a personal or inappropriate question, teachers tactfully remind student of the boundaries. If a question raises concerns, safeguarding procedures will be followed by staff.
- 6.2.5 Encouraging group discussions: Discussions create a dynamic learning environment, allowing pupils to share perspectives, seek clarification and build trust. These conversations foster critical thinking, address individual concerns and promote peer learning.
- 6.2.6 Reflection and feedback: Allowing students time to reflect and providing constructive feedback are essential components in the learning process. This ensures pupils understand their progress and areas for improvement.
- 6.2.7 Single sex grouping: Single-sex groupings, particularly in small sessions or external workshops, may be adopted. This can be beneficial in addressing specific needs and fostering a safe-space and comfortable learning environment.
- 6.2.8 External visitors: In some cases, external visitors provide a positive contribution to learning, bringing specialist knowledge and different ways of engaging pupils in RSE.

## 6.3 Assessment

- 6.3.1 Assessment will predominately be through discussions and the use of responsive teaching to address any misconceptions.
- 6.3.2 Student exercise books will show progress of knowledge and skills, along with key vocabulary as it is acquired and developed.
- 6.3.3 This will be particularly evident at the start of each topic as students will use this page to add their acquired knowledge as the topic progresses.

## 6.4 Classroom arrangements

- 6.4.1 The work will mainly be delivered to mixed gender and mixed ability groups.
- 6.4.2 The form tutor will be responsible for the creation of a calm, safe, purposeful and positive learning and working environment where it is safe to make mistakes and relationships can be developed.

## 6.5 Content and equality

- 6.5.1 RSE focuses on giving students the information they need to help them develop healthy, nurturing relationships of all kinds including:
  - Families
  - Respectful relationships, including friendships
  - Online and media
  - Being safe
  - Intimate and sexual relationships, including sexual health
- 6.6 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 individual home circumstances (Including: single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). We include different types of relationships when discussing sexual health and intimate relationships.
- 6.7 For more information about our RSE curriculum, see Appendices 1 and 2
- 6.8 Through assemblies and Personal Development lessons, students are taught the definitions of sexual violence and sexual harassment (SVSH) in all of its different forms.
- 6.9 By making this explicit to students, we want them to be equipped to recognise SVSH if they are either a victim or witness of this behaviour in school. Students also learn about the emotional impact of SVSH, how they report any incidents of this nature in school and to whom. Students are reassured as to how they will be listened to and supported through the process, and which adults will need to be involved in order to ensure they access the right support.

## 7. Safeguarding

- 7.1 Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this scenario, teachers will consult with the designated safeguarding lead and in their absence, their deputy.
- 7.2 It is not possible for staff to offer confidentiality to any young person. Staff must follow safeguarding procedures, if necessary.
  - 7.2.1 Designated Safeguarding Lead: **Tom Cairney**
  - 7.2.2 Deputy Designated Safeguarding Lead: **Nikky Lamprey**
- 7.3 The Head of PSHE will liaise thoroughly with any visitors/ external agencies which support the delivery of RSE, so content and delivery of the material is checked in advanced and deemed to be appropriate.

## 8. Roles and responsibilities

### 8.1 Board of Trustees

8.1.1 The Board of Trustees will approve the RSE policy.

## 8.2 The Headteacher

8.2.1 The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE.

## 8.3 Staff

8.3.1 Staff are responsible for:

8.3.1.1 Delivering RSE in a sensitive way

8.3.1.2 Modelling positive attitudes to RSE

8.3.1.3 Monitoring progress

8.3.1.4 Responding to the needs of individual students

8.3.1.5 Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE

8.3.1.6 Providing regular feedback to the Head of PSHE

8.3.2 The RSE programme will be led by the head of Personal Development and will be taught by tutors.

8.3.3 It will be supported by the Senior Leadership team and the head of Personal Development.

8.3.4 Guidance on RSE delivery will be provided to teaching staff.

## 8.4 Students

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

8.4.2 Anonymity when sharing ideas or situations.

# 9. Parents right to withdraw

9.1 The school is committed to working with parents to ensure that our students leave Neston High School with the knowledge and understanding they need in order to make safe choices.

9.2 Parents have the right to request an in-person appointment to review the RSE curriculum with the Head of PSHE via emailing: [admin@nestonhigh.com](mailto:admin@nestonhigh.com)

9.3 Under section 405 of the Education Act 1996, parents may request withdrawal of their child from sex and relationship education lessons:

9.4 "If any parent of any student...requests that he/she may be wholly or partly excused from receiving sex education at the School, the student shall, EXCEPT, in so far as the education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn."

9.5 Parents have a right to request to withdraw their child from Sex Education delivered outside the science curriculum, which unless there are exceptional circumstances, can be granted up to three terms before a student turns 16. At this point, if the student themselves wishes to receive sex education rather than be withdrawn, Neston will make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. There is no right to withdraw from Relationships Education as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. (Right to Withdraw Form: Appendix 3)

9.6 Parents wanting to exercise this right are invited to contact the Head Teacher in writing, using the form attached as Appendix 3.

## 10. Monitoring arrangements and quality assurance

- 10.1 The delivery of RSE is monitored by the Head of PSHE:
  - 10.1.1 Book looks
  - 10.1.2 Learning walks
  - 10.1.3 Student voice
  - 10.1.4 Staff voice
  - 10.1.5 Monitoring of schemes of work and resources – staff voice in developing these resources
- 10.2 The Head of Year will assist in the Quality Assurance of the delivery of RSE as they lead their team of tutors. They will liaise with the Head of PSHE to ensure excellent delivery of RSE.
- 10.3 Students' development in RSE is monitored by form tutors.
- 10.4 This policy will be reviewed by the Head of PSHE annually. At every review, the policy will be approved by the trustees.
- 10.5 Monitoring, reporting and evaluating:
  - 10.5.1 Teachers will critically reflect on their work in delivering RSE through staff voice, they will be asked to complete a short review of the lessons they have delivered, at the end of the academic year.
  - 10.5.2 Students will have opportunities to review and reflect on their learning during lessons at the end of scheme and through student voice which will be influential in adapting and amending planned learning activities.
  - 10.5.3 Staff to provide regular feedback to the Head of PSHE throughout the year.

## 11. Legislation

- 11.1 Neston High School are required to teach Relationships Education/RSE as part of Personal Development.
- 11.2 Current regulations and guidance from the Department for Education state that by 2020 all schools providing secondary education must teach relationships and sex education.
- 11.3 Documents that inform the school's RSE policy include:
  - [Education Act \(1996\)](#)
  - [Learning and Skills Act \(2000\)](#)
  - [Education and Inspections Act \(2006\)](#)
  - [Equality Act \(2010\)](#)
  - [Supplementary Guidance SRE for the 21st century \(2014\)](#)
  - [Keeping Children Safe in Education – Statutory Safeguarding Guidance](#)
  - [Children and Social Work Act \(2017\)](#)
  - Neston High School's Anti-bullying Policy
  - Neston High School's Behaviour Policy
  - Neston High School's Equality and Diversity Policy
  - Neston High School's Safeguarding Policy
  - Neston High School's SEND Policy





## 12. Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS
Year 7	<p><b>Looking out for each other:</b> Transition (first lesson- how to manage moving to a new school). Staying safe online and an introduction into image sharing and the risks. (Relationships)</p> <p><b>Healthy, happy me:</b> how to make healthy lifestyle choices including diet, physical activity and sleep, how to manage physical and emotional changes duringpuberty about personal hygiene. FGM. (health and well-being)</p> <p><b>A safe and happy school community:</b> Personal safety strategies and travel safety, e.g. road, rail and water How to respond in an emergency situation. Basic first aid.(health and well-being)</p> <p><b>Understanding relationships:</b> how to develop self-worth, about qualities and behaviours relating to different types of positive relationships, how to recognise unhealthy relationships, how to evaluate expectations for romantic relationships, about consent, and how to seek and assertively communicate consent (relationships)</p>
Year 8	<p><b>Positive relationships:</b> about the law in relation to consent, that the legal and moral duty is with the seeker of consent, how to effectively communicate about consent in relationships. Exploring unwritten rules in society relating to gender. (Relationships)</p> <p><b>Unhealthy choices:</b> about drug misuse, about the over-consumption of energy drinks, about the relationship between habit and dependence. How to assess the risks of alcohol, tobacco, nicotineand e-cigarettes, how to manage influences in relation to substance use, how to recognise and promote positive social norms and attitudes. (health and well-being)</p> <p><b>Keeping e-safe:</b> about online communication; how to use social networking sites safely; how to recognise biased or misleading information online; how to critically assess different media sources; how to distinguish between content which is publicly and privately shared; about age restrictions when accessing different forms of media and how to make responsible decisions. (health and well-being)</p> <p><b>Challenging discrimination:</b> how to manage influences on beliefs and decisions, about group-think and persuasion, how to develop self-worth and confidence, about gender identity, transphobia andgender-based discrimination, how to recognise and challenge homophobia and biphobia, how to recognise and challenge racism and religious discrimination. (relationships)</p>
Year 9	<p><b>Managing conflict:</b> Step Up Speak Up - about tackling online sexual harassment . (relationships)</p> <p><b>Managing risk:</b> how to distinguish between healthy and unhealthyfriendships; how to assess risk and manage influences, including online; about 'group think' and how it affectsbehaviour; to manage risk in relation to gangs; about the legal and physical risks of carrying a knife; about positive social norms in relation to drug and alcohol use; about legal and health risks in relation to drug and alcoholuse, including addiction and dependence. (health and well-being)</p> <p><b>Healthy Mind, Healthy Body:</b> about the relationship between physical and mental health; about balancing work, leisure, exercise and sleep; how to make informed healthy eating choices; how to manage influences on body image; to make independent health choices; about attitudes towards mental health ; how to challenge myths and stigma ; about daily wellbeing ; how to manage emotions ; about healthy and unhealthy coping strategies (health and well-being)</p> <p><b>Intimate relationships:</b> about myths and misconceptions relating to consent; about the continuous right to withdraw consent and capacity to consent; about STIs, effective use of condoms and negotiating safersex; about the consequences of unprotected sex, including pregnancy. (relationships)</p>

YEAR GROUP	TOPIC/THEME DETAILS
Year 10	<p><b>Relationship myths:</b> about myths, assumptions, misconceptions and expectations about sex in relation to pornography. About tackling online sexual harassment (relationships)</p> <p><b>Exploring influence:</b> about positive and negative role models; how to evaluate the influence of role models and become a positive role model for peers; about the impact of drugs and alcohol on individuals, personal safety, families and wider communities; how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime. (health and well-being)</p> <p><b>Being mentally healthy:</b> how to manage challenges during adolescence; how to reframe negative thinking; strategies to promote mental health and emotional wellbeing; about the signs of emotional or mental ill-health; how to access support and treatment; about the portrayal of mental health in the media; how to challenge stigma, stereotypes and misinformation; about the importance of screening and how to perform self-examination. (health and well-being)</p> <p><b>Crime and terrorism:</b> about communities, inclusion, respect and belonging; about the Equality Act, diversity and values; about how social media may distort, misrepresent or target information in order to influence beliefs and opinions; how to manage conflicting views and misleading information; how to safely challenge discrimination, including online; how to recognise and respond to extremism and radicalisation (relationships)</p>
Year 11	<p><b>Communication in relationships:</b> about core values and emotions; how to communicate assertively; how to communicate wants and needs; how to handle unwanted attention, including online; how to challenge harassment and stalking, including online; about various forms of relationship abuse; about unhealthy, exploitative and abusive relationships; how to access support in abusive relationships and how to overcome challenges in seeking support. how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support. (relationships)</p> <p><b>Building for the future:</b> how to balance ambition and unrealistic expectations; how to develop self-efficacy, including motivation, perseverance and resilience; how to maintain a healthy self-concept; about the nature, causes and effects of stress; stress management strategies, including maintaining healthy; sleep habits; how to balance time online. (Health and wellbeing)</p> <p><b>Independence:</b> how to assess and manage risk and safety in new independent situations; how to assess emergency and non-emergency situations and contact appropriate services; how to manage influences and risks relating to cosmetic and aesthetic body alterations. (Health and well-being)</p>



## 13. Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>➤ That there are different types of committed, stable relationships</li> <li>➤ How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>➤ What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>➤ Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>➤ The characteristics and legal status of other types of long-term relationships</li> <li>➤ The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>➤ How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>➤ The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>➤ Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>➤ How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>➤ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>➤ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>➤ That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>➤ What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>➤ The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>➤ Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>➤ About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>➤ Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>➤ What to do and where to get support to report material or manage issues online</li> <li>➤ The impact of viewing harmful content</li> <li>➤ That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>➤ That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>➤ How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>➤ The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>➤ How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>➤ How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>➤ That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>➤ The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>➤ That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>➤ That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>➤ The facts about the full range of contraceptive choices, efficacy and options available</li> <li>➤ The facts around pregnancy including miscarriage</li> <li>➤ That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>➤ How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>➤ About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>➤ How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>➤ How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

