



SOCIAL ARTS FOR EDUCATION

Sex and Relationships Education (SRE) Policy

October 2020

Sex and Relationship Education (SRE) Policy

1. Aims

The aims of sex and relationship education (SRE) at our school are to:

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

2. Statutory requirements

At Social Arts for Education we teach SRE as set out in this policy.

We teach SRE taking into regard [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to read the draft policy and give their views on it.
4. Pupil consultation – we investigated what exactly pupils want from their SRE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

5. Our SRE Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in Social, Moral, Cultural and Spiritual studies (SMCS).

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

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

7. Roles and responsibilities

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The proprietorial body will approve the SRE policy, and hold the headteacher to account for its implementation.

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The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of SRE (see section 8).

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Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

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

8. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory/non-science components of SRE

up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

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

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

9. Training

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar.

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

10. Monitoring arrangements

The delivery of SRE is monitored by Annabel Leaver, headteacher through:

- planning scrutinies
- learning walks
- regular staff meetings

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

This policy will be reviewed by Annabel Leaver, headteacher, annually. At every review, the policy will be approved by the proprietorial body.

Meeting statutory guidance with the ASDAN PSHE Short Course

ASDAN's PSHE Short Course was updated in 2019 to assist centres in meeting the requirements of the new statutory guidance for sex, relationships and health education in England, which comes into effect in September 2020.

The Short Course comprises a student book and supporting tutor resource pack, which contains detailed session plans and supporting resources (eg worksheets, PowerPoints, information sheets).



Mapping the PSHE Short Course to statutory guidance for sex, relationships and health education

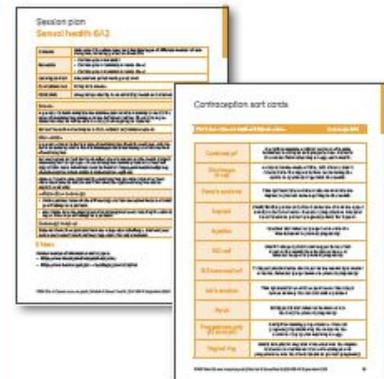
The tables below map the requirements outlined in the statutory guidance for secondary schools to challenges from the Short Course, as well as highlighting supporting resources available in the tutor resource pack.

The left-hand column lists the requirements of the statutory guidance for:

- Relationships and sex education (RSE)
- Physical health and mental wellbeing

The right-hand column identifies which challenges from the PSHE Short Course can be used to meet these requirements. For each challenge:

- ☑ This icon indicates the challenge outcome
- 📄 This icon indicates the supporting resources for this challenge in the PSHE Short Course tutor resource pack



Example pages from the PSHE Short Course tutor resource pack



Learn more about the ASDAN PSHE Short Course and supporting resources www.asdan.org.uk/pshe

Relationships and sex education (RSE)

Statutory requirements of the new guidance	Links to the ASDAN PSHE Short Course
<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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed 	<p>Module 8: Families and parenting</p> <p>Section A Challenge 1</p> <ul style="list-style-type: none"> ☑ Recognise different sorts of relationships and concepts of family; understand the legal status of different relationships 📄 Session plan, Different types of relationships resource sheet <p>Section A Challenge 3</p> <ul style="list-style-type: none"> ☑ Explain the concept of forced marriage 📄 Session plan, Forced marriage PowerPoint, Question prompt cards <p>Section A Challenge 4</p> <ul style="list-style-type: none"> ☑ Recognise the roles and responsibilities of parenting 📄 Session plan, What makes a good parent? resource sheet <p>Section A Challenge 5</p> <ul style="list-style-type: none"> ☑ Understand the impact that being a parent can have on your lifestyle 📄 Session plan, Baby things PowerPoint, Writing frame

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
- 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 (for example, 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

Module 7: Respectful relationships**Section A Challenge 1**

- ☉ Show how to develop healthy relationships across cultures and society

📄 Session plan, Discrimination definitions resource sheet, Discrimination scenario cards

Section A Challenge 2

- ☉ Recognise how to manage emotions in different relationships

📄 Session plan, Expressing emotions sort cards

Section A Challenge 3

- ☉ Understand what makes for healthy and unhealthy relationships

📄 Session plan, Healthy and unhealthy relationships resource sheet

Section A Challenge 4

- ☉ Explain the concept of consent in a variety of contexts

📄 Session plan, Consent definitions resource sheet, Quiz – consent – true or false

Statutory requirements of the new guidance	Links to the ASDAN PSHE Short Course
<p>Being safe</p> <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>Module 6: Sexual health</p> <p>Section A Challenge 4</p> <ul style="list-style-type: none"> Understand the moral responsibilities when seeking consent and the importance of respecting and protecting an individual's right to give, not give, or withdraw consent Session plan, Consent PowerPoint <p>Section A Challenge 5</p> <ul style="list-style-type: none"> Understand the legal consequences of failing to respect an individual's right to give, not give, or withdraw consent Session plan, Tenzin and Jordan story PowerPoint, Consent steps activity tutor notes <p>Module 7: Respectful relationships</p> <p>Section A Challenge 4</p> <ul style="list-style-type: none"> Explain the concept of consent in a variety of contexts Session plan, Consent definitions resource sheet, Quiz – consent – true or false

Statutory requirements of the new guidance	Links to the ASDAN PSHE Short Course
<p>The Law</p> <p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.</p> <p>Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> marriage consent, including the age of consent violence against women and girls online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) pornography abortion sexuality gender identity substance misuse violence and exploitation by gangs extremism and radicalisation criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) hate crime female genital mutilation (FGM) 	<p>Module 3: Social media</p> <p>Section A Challenge 4</p> <ul style="list-style-type: none"> Identify harmful behaviours online; understand how to report it and access support if you have been affected by those behaviours Session plan, Online experience sort cards <p>Section A Challenge 5</p> <ul style="list-style-type: none"> Recognise digitally enabled stalking (cyberstalking) and know what to do if you are affected Session plan, Cyberstalking PowerPoint <p>Module 5: Tobacco and drugs</p> <p>Section A Challenge 6</p> <ul style="list-style-type: none"> Understand how drug misuse can be harmful in the short-term and long-term Session plan, Types of drugs cards, Types of drug resource sheet <p>Module 6: Sexual health</p> <p>Section A Challenge 5</p> <ul style="list-style-type: none"> Understand the legal consequences of failing to respect an individual's right to give, not give, or withdraw consent Session plan, Tenzin and Jordan story PowerPoint, Consent steps activity tutor notes <p>Module 7: Respectful relationships</p> <p>Section A Challenge 4</p> <ul style="list-style-type: none"> Explain the concept of consent in a variety of contexts Session plan, Consent definitions resource sheet, Quiz – consent – true or false

Physical health and mental wellbeing

Statutory requirements of the new guidance	Links to the ASDAN PSHE Short Course
<p>Mental wellbeing</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary • that happiness is linked to being connected to others • how to recognise the early signs of mental wellbeing concerns • common types of mental ill health (eg anxiety and depression) • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness 	<p>Module 1: Emotional wellbeing</p> <p>Section A Challenge 1</p> <ul style="list-style-type: none"> ✔ Demonstrate how to talk about emotions 📄 Session plan, Emotion eggs resource sheet, Body outline template resource sheet <p>Section A Challenge 2</p> <ul style="list-style-type: none"> ✔ Show how being connected to others can improve emotional wellbeing 📄 Session plan, Emotion eggs resource sheet, Connecting with people sort cards <p>Section A Challenge 3</p> <ul style="list-style-type: none"> ✔ Explain common types of mental ill health 📄 Session plan, Mental ill health resource sheet, Mental ill health descriptions and symptoms card, Writing frames, Success criteria <p>Section A Challenge 4</p> <ul style="list-style-type: none"> ✔ Recognise the early signs of poor mental health 📄 Session plan, Emojis resource sheet, Signs of mental health sort cards <p>Section A Challenge 5</p> <ul style="list-style-type: none"> ✔ Use strategies for maintaining positive emotional wellbeing 📄 Session plan, Strategies for positive mental health PowerPoint, Thought cloud template resource sheet <p>Section A Challenge 6</p> <ul style="list-style-type: none"> ✔ Explain activities that can promote positive emotional wellbeing 📄 Session plan, Positive wellbeing storyboard template <p>Module 2: Keeping safe and healthy</p> <p>Section A Challenge 2</p> <ul style="list-style-type: none"> ✔ Explain current campaigns promoting happiness 📄 Session plan, Wellbeing campaigns resource sheet

Statutory requirements of the new guidance	Links to the ASDAN PSHE Short Course
<p>Physical health and fitness</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health about the science relating to blood, organ and stem cell donation 	<p>Module 1: Emotional wellbeing</p> <p>Section A Challenge 6</p> <ul style="list-style-type: none"> Explain activities that can promote positive emotional wellbeing Session plan, Positive wellbeing storyboard template <p>Module 2: Keeping safe and healthy</p> <p>Section A Challenge 3</p> <ul style="list-style-type: none"> Explain what constitutes a healthy lifestyle Session plan, Ideas for a healthy lifestyle resource sheet <p>Section A Challenge 4</p> <ul style="list-style-type: none"> Explain what constitutes a healthy lifestyle Session plan, Medical conditions sort cards, Quiz – good or bad food hygiene, Quiz – personal hygiene, true or false, Early signs of illness sort cards
<p>Healthy eating</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer 	<p>Module 2: Keeping safe and healthy</p> <p>Section A Challenge 3</p> <ul style="list-style-type: none"> Explain what constitutes a healthy lifestyle Session plan, Ideas for a healthy lifestyle resource sheet <p>Section A Challenge 4</p> <ul style="list-style-type: none"> Explain what constitutes a healthy lifestyle Session plan, Medical conditions sort cards, Quiz – good or bad food hygiene, Quiz – personal hygiene, true or false, Early signs of illness sort cards <p>Section A Challenge 5</p> <ul style="list-style-type: none"> Recognise what healthy eating looks like Session plan, Meal sort cards, Healthy eating PowerPoint

Statutory requirements of the new guidance	Links to the ASDAN PSHE Short Course
<p>Basic first aid</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> basic treatment for common injuries life-saving skills, including how to administer CPR the purpose of defibrillators and when one might be needed 	<p>Module 2: Keeping safe and healthy</p> <p>Section A Challenge 4</p> <ul style="list-style-type: none"> Explain what constitutes a healthy lifestyle Session plan, Medical conditions sort cards, Quiz – good or bad food hygiene, Quiz – personal hygiene, true or false, Early signs of illness sort cards
<p>Drugs, alcohol and tobacco</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions the law relating to the supply and possession of illegal substances the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood the physical and psychological consequences of addiction, including alcohol dependency awareness of the dangers of drugs which are prescribed but still present serious health risks the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so 	<p>Module 4: Alcohol</p> <p>Section A Challenge 1</p> <ul style="list-style-type: none"> Have a knowledge and understanding of what alcohol is Session plan, Alcohol statement cards, Alcohol information resource sheet <p>Section A Challenge 2</p> <ul style="list-style-type: none"> Understand the effects of drinking alcohol Session plan, The effects of alcohol resource sheet, Alcohol effects and consequences resource sheet <p>Section A Challenge 4</p> <ul style="list-style-type: none"> Understand the impact that alcohol can have on emotional health and wellbeing Session plan, Emotional health scenarios resource sheet, Alcohol and mental health resource sheet

Statutory requirements of the new guidance	Links to the ASDAN PSHE Short Course
<p>Drugs, alcohol and tobacco (continued)</p> <p>See above.</p>	<p>Module 5: Tobacco and drugs</p> <p>Section A Challenge 1</p> <ul style="list-style-type: none"> ☉ Understand the laws relating to the supply and possession of illegal substances 📄 Session plan, Drug offences PowerPoint <p>Section A Challenge 2</p> <ul style="list-style-type: none"> ☉ Understand the facts about the harmful effects of smoking tobacco 📄 Session plan, Smoking laws PowerPoint <p>Section A Challenge 3</p> <ul style="list-style-type: none"> ☉ Understand the benefits of quitting smoking and how to access support to do so 📄 Session plan, Quitting smoking PowerPoint, Barometer activity tutor notes, Quitting smoking role play resource sheet <p>Section A Challenge 4</p> <ul style="list-style-type: none"> ☉ Understand the effects of nicotine consumption and its associated risks 📄 Session plan, Vaping statement cards, Vaping – fact or fiction? resource sheet, Effects of nicotine resource sheet, Body outline template resource sheet <p>Section A Challenge 5</p> <ul style="list-style-type: none"> ☉ Understand the links between taking drugs and serious mental health conditions 📄 Session plan, Addiction PowerPoint, Addiction reason cards <p>Section A Challenge 6</p> <ul style="list-style-type: none"> ☉ Understand how drug misuse can be harmful in the short-term and long-term 📄 Session plan, Types of drug cards, Types of drug resource sheet

Statutory requirements of the new guidance	Links to the ASDAN PSHE Short Course
<p>Health and prevention</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist • (late secondary) the benefits of regular self-examination and screening • the facts and science relating to immunisation and vaccination • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn 	<p>Module 2: Keeping safe and healthy</p> <p>Section A Challenge 3</p> <ul style="list-style-type: none"> ☉ Explain what constitutes a healthy lifestyle 📄 Session plan, Ideas for a healthy lifestyle resource sheet <p>Section A Challenge 4</p> <ul style="list-style-type: none"> ☉ Explain what constitutes a healthy lifestyle 📄 Session plan, Medical conditions sort cards, Quiz – good or bad food hygiene, Quiz – personal hygiene, true or false, Early signs of illness sort cards <p>Section A Challenge 5</p> <ul style="list-style-type: none"> ☉ Recognise what healthy eating looks like 📄 Session plan, Meal sort cards, Healthy eating PowerPoint

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

Topic	Pupils 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

- 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 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

<p>Online and media</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
<p>Being safe</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)

Intimate and sexual relationships, including sexual health

- 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
- 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

