



# Relationship and Sex Education Policy



## Sponsorship & Review

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## 1. Introduction

This Relationship and Sex Education Policy is based on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

We refer to RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting students' understanding and skills in developing positive and healthy relationships.

Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality and sexual health. It is not about the promotion of sexual identity or sexual activity.

RSE in our school is part of the personal, social and health education curriculum (PSHEE). It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the personal, social and emotional development of the child and the general life of the school, relationships with one another, including staff and parents, socialisation, values and attitudes.

We recognise the need for a whole school approach to the delivery of RSE.

Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepares students at the school for the opportunities, responsibilities and experiences of later life.

### **Our Approach**

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and is the taught component of 'Keeping Children Safe in Education'.

We believe that students should have access to the learning they need to stay safe, healthy and understand their rights as individuals. We provide clear, impartial scientific information on matters such as the changes of puberty, contraception, abortion and assisted conception, as well as covering the law in relation to, for example, forced-marriage, female genital mutilation (FGM), consent and use of social media.

The use of offensive and sexualised language (swearing and slang terms, including homophobic language) and behaviour, will be addressed with students and as appropriate, parents and carers will be involved in accordance with our Behaviour Management Policy. We recognise that questions, issues and situations related to relationships, identity, risk, values and morals arise all the time as part of everyday school life and in a variety of lessons.

Students are encouraged to ask questions and seek advice and support from reliable and confidential sources of support, including parents, family members and the school pastoral team. The pastoral team can help identify and access external services to support students.

Students' questions will be responded to by teaching and non-teaching staff as they arise, in a straightforward manner. Information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the student.

## **Equal Opportunities**

We value equality of opportunity. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

As part of our whole school approach our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how students choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

## **Definition**

RSE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes (Sex Education Forum 1999).

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.

RSE involves a combination of sharing information and exploring issues and values.

**RSE is not about the promotion of sexual activity.**

## 2. Delivery of RSE

Relationship and Sex Education at Charlton School has three main elements:

### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict and learning how to recognise and avoid exploitation and abuse.

### **Attitudes and values**

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

### **Knowledge and understanding**

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about contraception and a range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy.

RSE is taught within the personal, social, health and economic (PSHEE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and social and spiritual aspects are included in religious education (RE).

Students also receive stand-alone RSE lessons delivered by staff. These are complemented by the work of external providers. In Year 7 the school nurse talks about puberty and throughout Years 8, 9 and 10 Loudmouth Theatre company deliver presentations and role play performances on drugs and alcohol, domestic abuse and relationships and sexual exploitation. To support these sessions, Loudmouth presenters then work with students in workshops to discuss how to deal with difficult situations through character exploration.

Throughout Years 7, 8, 9, 10 and 11, external providers deliver sessions on drugs to raise the awareness and promote the understanding of drugs and their effects. The knowledge presented in the programme builds as students progress through the school to ensure the learning is always age appropriate.

**Across all Key Stages, students 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.**

To underpin delivery of RSE by staff, we use the Shropshire Respect Yourself: RSE programme, in conjunction with resources from the PSHEEE association. The Respect Yourself project is an award-winning programme with the quality kite mark from the PSHEEE Association. It is based upon national good practice criteria and Shropshire young people's priorities. It is a spiral curriculum, starting at Year 1 through to Year 11. There is a specific set of lessons and resources for each year group. Many local schools, including some of our feeder primary schools, use the programme. The RSE Transition programme for Years 6 and 7 ensures cross phase co-ordination.

### 3. Aims

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

#### **Personal and Social Skills**

- Help students develop feelings of self-respect, confidence and empathy
- Increase students' self-esteem
- To understand that people with different religions, cultural differences and ethnicity may have different views, and how these should be discussed in an atmosphere of tolerance and acceptance
- Develop respect and care for others
- To help young people to understand stable and loving relationships, respect, love and care
- Provide a framework in which sensitive discussions can take place

#### **Attitudes and values**

- Create a positive culture around issues of sexuality and relationships
- Explore a range of attitudes towards RSE issues and to help students to reach their own informed views and choices for a healthier lifestyle
- Develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others
- To help young people appreciate the value of marriage for family life

#### **Knowledge and understanding**

- Teach students about sex, sexuality and sexual health
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach students the correct vocabulary to describe themselves and their bodies
- Provide accurate information about, and understanding of, RSE issues
- Dispel myths
- Develop an understanding of the risks of teenage pregnancy and sexually transmitted infections
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment
- Know how the law applies to sexual relationships
- To enable students to recognise the physical, emotional and social implications of sexual behaviour and recognise that the responsibilities in relationships are shared by every individual

Students who have been identified as vulnerable, for example by students, staff or parents, will have their needs addressed individually.

## 4. Statutory Requirements

RSE in schools is a legal requirement. The Learning and Skills Act 2000 imposes the duty in exercising any function which may affect provision of RSE in schools and must have regard to the guidance issued by the Secretary of State under Section 403 (1A) "The Sex and Relationship Education Guidance (DfEE 2000).

The Department for Education and Employment (2000) RSE Guidance outlines that the RSE programme in secondary schools should support students to:

### Personal and Social Skills

- Build self-esteem
- Communicate effectively
- Use young people as peer educators
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge the kind of relationships they want
- Be prepared for an adult life in which they can develop positive values and moral framework that will guide their judgements, decisions and behaviour and be aware of their sexuality and understand human sexuality
- Understand the consequences of their action and behave responsibly within sexual and pastoral relationships
- Have a clear understanding of the arguments for delaying sexual activity and resisting pressure

### Attitudes and Values

- Understand the reason for having protected sex
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted conceptions and sexually transmitted infections, including HIV
- Avoid being exploited or exploiting others
- Avoid being pressured into unwanted or unprotected sex
- Have awareness of social media and pornography on relationships

### Knowledge and Understanding

- Teach about relationships, love, care and the responsibilities of parenthood, as well as sex
- Focus on boys as much as girls
- Teach how the law applies to sexual relationships
- Ensure young people understand how the law applies to sexual relationships
- Teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood
- Provide young people with information about different types of contraception, safer sex and how they can access local sources of further advice and treatment
- Link sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol
- Include information about STIs and HIV/AIDs
- Advise students where to access confidential sexual health advice support and, if necessary, treatment

All these areas have been considered in detail in the planning and sequence of delivery of our RSE curriculum at Charlton, to ensure learning is age appropriate and builds on previous knowledge.



## 5. Roles and Responsibilities

### The Governing Board

The Governing Board will approve the RSE Policy and hold the Principal to account for its implementation.

### The Principal

The Principal 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

### Staff

Staff are responsible for:

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

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

### Students

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

The National Curriculum is delivered by staff in the Science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

### Partnership with Parents and Carers

Information on RSE in the school curriculum is contained in the school prospectus and the RSE Policy is available on the school website.

Parents and carers of all students are informed of the content of the RSE sessions by letter and website. They are also made aware of their right to withdraw their child from RSE, except for the statutory content in the National Science Curriculum.

Students are issued with local contact details of support organisations and services as part of their RSE lessons at this level.

Parents and carers are free to offer opinions, comments or suggestions.

## 6. Monitoring Arrangements

The delivery of RSE is monitored by the Curriculum Leader for PSHEE through obtaining feedback from staff and students, and by monitoring the PSHEE trackers. There is also a designated RSE Lead who oversees planning and co-ordinates activities.

The Shropshire Respect Yourself programme includes annual assessments which will be used to track student progress. The data gathered will enable students' knowledge, confidence and ability to access help and support to be identified and measured. The data can be used to track individual student progress and be analysed by gender and cohort, allowing us to address any gaps in knowledge and provide targeted support where necessary.

This policy will be reviewed by the Principal and governors biannually. At every review, the policy will be approved by the governing board.

## 7. Parents' Right to Withdraw

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents have the right to withdraw their child from part, or all of the sex education programme that does not form part of the national science or health education curriculum. **There is no parental right of withdrawal from the science, relationship or health education curriculum, which includes understanding the adolescent body.** Parental withdrawal applies up to three terms before a pupil is sixteen, at this point the pupil can decide for themselves.

If a parent wishes to discuss withdrawal, they should discuss this with the Strategic Lead for Emotional Health and Wellbeing or the Principal. We would encourage parents to discuss any concerns at the earliest opportunity.

The Principal and Lead for Emotional Health and Wellbeing will help parents identify and discuss the impact and implications of withdrawal for their child, including the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was said directly by the teacher.

Parents should make it clear which aspect of the programme they do not wish their child to participate in (please see Appendix for full details of programme content) this will be documented, and they may be asked to put their request in writing. Resources and information regarding further support and help will be made available.

## 8. Policy Development

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

- 1 Review – The Strategic Lead for Emotional Health and Wellbeing and a wider working group pulled together all relevant information including relevant national and local guidance.
- 2 Staff consultation – 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 attend a meeting about the policy and express their views, which were considered.
- 4 Student consultation – We consulted with groups of students regarding the content of lessons and their identified priorities for RSE knowledge and skills.
- 5 Ratification – Once amendments were made the policy was shared with Governors.
- 6 The policy has been shared with parents and the wider community for the duration of the consultation timeframe, feedback considered in the final stage of development.

## 9. Training

Our RSE lead meets with Head of Year and Year teams on a regular basis to support team learning. We recognise that staff require support and training and an opportunity to become familiar and confident with the programme. We are therefore developing/considering the use of a specialist team of staff.

Guidance is provided on responding to students' questions in and out of the classroom, differentiation on developmental or cognitive basis and the use of single sex and/or small group work. Interactive and distancing techniques are used in conjunction with establishing ground rules.

Opportunities for external training for staff on the delivery of RSE will also be sought and provided, if the opportunity arises, to supplement inhouse training.

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

Visitors will be utilised to enhance and supplement the planned curriculum based on their expertise. Visitors will not be left as the sole person responsible for students at any time.

The School Nursing Service is informed of the content of the programme and we are looking for further ways to develop this partnership. For example, the School Nurse is involved in the planning and delivery of sessions as appropriate and where gaps of expertise have been identified.

Current information on local/national trends and up to date research is also disseminated.

## 10. Safeguarding

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.

Safeguarding procedures, as specified by Keeping Children Safe in Education, are followed. All referrals, whatever their origin, will be taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school.

## 11. Complaints Procedure

Complaints about content and/or delivery of the RSE programme will be addressed to the Principal or Governors, according to the School's Complaints Procedure Policy

Under the 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which: promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepares students at the school for the opportunities, responsibilities and experiences of later life.

Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 require schools to place emphasis upon relationships, supporting students' understanding and skills in developing positive and healthy relationships through a programme of RSE. The RSE, PSHEE and SMSC programmes and policies are written with reference to each other and delivery is coordinated through a Personal Development team led by the Assistant Head for Learning Climate and Culture.

## 12. Module Outcomes and Lesson Overview

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
Students explore changing relationships, peer pressure and media stereotypes	Recap foundation knowledge on puberty and pregnancy. Introduction to risk taking, alcohol and sexual behaviour, sex and the law, myths and misinformation	Focus is on clarification of students' attitudes and awareness, the development of self-esteem and delay techniques. Knowledge and skills on contraception and STIs are introduced	Skill development, assertiveness, decision making and self-esteem, combined with knowledge on rights and responsibilities in sexual and non-sexual relationships	Exploration of attitudes, values and peer pressure. Informed consent and rights and responsibilities in sexual and non-sexual relationships
Changes Now	Talking about Relationships and Sex	Pressures – Changing Relationships	Problems and Dilemmas	What is Sexual Health?
Relationships	Puberty and Reproduction or Conception, Pregnancy	Boundaries - R U Ready	Lines to Take	Sexually Transmitted Infections
Adolescence	Perfect Partner	Respect Yourself: Talking it Over	R U Ready	Parenthood
What's love got to do with it?	Risk Taking: Alcohol	Keeping Safe: a) Contraception b) Condoms	Protecting Yourself and Others	Sexual Diversity
Risk and Images	Risk Taking: Sexual Behaviour	Keeping Safe: Sexually Transmitted Infections	Condoms	Review and Reflect
Review and Reflect	Review and Reflect	Review and Reflect	Parenting Review and Reflect	

## 13. Module Outcomes and Assessment Overview

Year	Knowledge	Help & Support	Confidence	Outcome
7	Ability to identify two or more changes in puberty, changes for males and females, emotional and physical	Identification of sources of help and support outside family and friends	Confidence about yourself	Students identify changes for males and females in puberty, external sources of support and self-assess their confidence
8	Identify two or more risky situations	Identification of sources of support and information on relationship issues	Confidence to ask for help and advice	Students identify risky behaviour and sources of support and self-assess their ability to access help and support
9	Identify two types of contraception and STI	Confidence in talking about relationship and sexual issues	Confidence about coping with personal relationship situations	Students identify contraception methods and STIs and assess their confidence in coping with risky situations
10	Identify two or more methods of contraception suitable for young people	Confidence about accessing help, support and advice on sex and relationships	Confidence about what is right and wrong in a relationship	Students select contraception methods, assess their confidence in accessing services and knowing their values
11	Identify two or more factors that make a relationship healthy and safe	Identification of sources of support on relationships and sex issues	Confidence in ensuring a healthy and safe sexual relationship	Students identify and assess their ability to have healthy and safe relationships, and access support

## Appendix 1

### DFE KS4 Learning Outcomes – RSE and relevant Health Education

#### By the end of secondary school:

Families	<p>Pupils should know</p> <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 other relationships); and how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
Respectful relationships, including friendships	<p>Pupils should know</p> <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 relationships.</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 (eg 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>

<p>Online and media</p>	<p>Pupils should know</p> <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 eg 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>
<p>Being safe</p>	<p>Pupils should know</p> <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>
<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know</p> <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, eg 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>