



Rossall

INSPIRING EXCELLENCE

RELATIONSHIPS AND SEX EDUCATION POLICY

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ROSSALL SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

Introduction

All schools in England are required to teach Relationship and Sex Education as part of their PSHE curriculum in line with statutory guidance provided by the Department for Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education, published for first teaching from September 2020. This policy was written in consultation with the Headmaster, the Senior Deputy Head (Academic), Deputy Head (Pastoral), Designated Safeguarding Lead, Headmaster of the Prep, the PCT School Nurse and the PSHE Co-ordinator. Opinions of pupils were sought through the student school council. The Headmaster submitted it to the Chair of Council (Governors) and recommended it for adoption.

Rossall School is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. The pupils at Rossall School come from diverse backgrounds, expressing a variety of beliefs and values. It is therefore essential that the curriculum is designed to support our students.

The aim of this policy is to communicate to staff, governors, parents/carers and students the manner in which Rossall School will deliver and support Relationships and Sex Education (RSE) as part of the Personal, social, health and economic framework. This is in addition to the statutory National Science Curriculum topics.

[Relationships Education, Relationships and Sex Education and Health Education guidance](#) outlines what schools must cover. The PSHE Association Programme of Study, which has been used to design the PSHE curriculum at Rossall School, is a comprehensive programme that integrates, but is not limited to, this statutory content.

This policy is available to all staff on the School intranet. The policy is available to parents on the School website with a hard copy available on request. This policy is reviewed annually and is responsive both to changes in government policy as well as feedback from pupils, parents and teachers.

What is Relationships and Sex Education?

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

Relationships and Sex Education (RSE) is the right and responsibility of the parent/carer. Rossall School provides RSE to support parents/carers in fulfilling their responsibility and to contribute to every pupils' health, wellbeing and preparation for adult life.

Aims and Objectives

“The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Effective RSE does not encourage early sexual experimentation but teaches young people to understand human sexuality and to respect themselves and others.” [DfE Relationships Education, Relationships and Sex education (RSE) and Health Education [2021]

We have prioritised the following objectives:

Attitudes and Values

- Learning about the values of family life, marriage and stable relationships for the nurture of children.
- Learning the value of respect, love and care.
- Learning to be sensitive to the feelings of others as relationships develop
- Exploring and clarifying attitudes towards friendships, sexuality and gender.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Developing a good self-image and high self-esteem.
- Developing listening skills to be more aware of the feelings of others
- Understanding the importance of not using, either intentionally or unintentionally, language which could offend the sensibilities of others

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-esteem, self-respect and empathy for others.
- Developing skills to negotiate and resist unwanted pressure.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Learning how to recognise and avoid exploitation and abuse.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

Knowledge and Understanding

- Information about healthier and safer lifestyles.
- Accurate information about physical development, reproduction, contraception and human sexuality.
- Promoting the skills to build positive relationships and be aware of their emotions.
- Exploring reasons for delaying sexual activity, the benefits to be gained from such delay and the avoidance of unplanned pregnancy.

This will provide an objective and balanced view of sexual matters, correcting any misconceptions and misinformation pupils may have gained.

The RSE policy will reflect this ethos to support the development of self-awareness, a sense of responsibility both for their own actions and towards family, friends and the wider community and understanding and respecting diversity regarding religion, culture and sexual orientation.

We strive to develop in our pupils, a lifelong love of learning, a sense of responsibility, and personal integrity. We are a community based on trust, mutual respect, and compassion, and every member of our School is expected to uphold these values.

The RSE policy detailed applies to the whole school community.

The Policy References:

DfE Guidance for Schools [0116/2000] updated 25th July 2019

DfE Relationships Education, Relationships and Sex education (RSE) and Health Education [2019] updated 13th September 2021

Curriculum Content

Please see Appendix 1 attached for breakdown of Curriculum Content across the Key Stages 1-2 and Appendix 2 for the RSE scheme of work Key Stages 3-5.

Organisation and Delivery

Teaching about relationships and sex is generally best provided as part of an integrated programme of Personal, social, health and economic education. The PSHE programme is developed to promote a safe and positive climate in which pupils and adults feel able to talk honestly and openly.

In the Pre Prep and Prep School, RSE is embedded within the Curriculum in the PSHE programme. In Years 7-13 RSE is also integrated into the PSHE programme. **Content will be delivered by the pastoral team including form tutors and Heads of Year. Pupils will also receive Relationship and Sex Education sessions delivered through the weekly PSHE lessons taught by the class teacher. Certain sessions will be delivered by trained health professionals.**

Pupils will normally be taught in mixed classes to encourage their awareness, respect and sensitivity towards each other's differences; however provision for single-sex groups is made as appropriate. There is a cohesive, graduated curriculum starting in Key Stage 1 through to Key Stage 5, supported by appropriate materials and resources.

In addition to PSHE and the planned science curriculum for all pupils, aspects of RSE may also occur in RS, English, History and other subject areas. RSE also occurs indirectly through the promotion of the school's ethos within school life as a whole. e.g. School assemblies.

Roles and Responsibilities

The responsibility for the provision of Relationship and Sex Education is held by the Headmaster. The responsibility for the taught relationship and Sex Education programme is held by the PSHE co-ordinator. In this role the co-ordinator, in consultation with relevant people, is responsible for developing key stage plans and schemes of work taking into account the National Curriculum requirements, school priorities for the personal and social development of the pupils, local priorities and initiatives, racial and cultural differences, DfE guidance on RSE, the special needs and maturity levels of individual pupils.

Rossall School recognises the need to create a supportive and secure atmosphere where pupils can develop the confidence needed to talk, listen and think about relationships and sex. In order to do this, staff members will:

- establish ground rules with pupils,

- emphasise the importance of mutual respect,
- encourage reflection,
- make pupils aware of the relevant persons to approach if in difficulty at Rossall School,
- deliver RSE in a sensitive way and model positive attitudes to RSE.

The PCT School Nurse will be invited to support the delivery of the RSE curriculum, with the support of other health professionals as appropriate. Other agencies / visiting speakers may be invited to input into the programme. Any visiting speakers will be apprised of this policy and where they fit within the planned programme; there will be discussions before any input, including confidentiality issues. No visitor will work with pupils in a classroom situation without a teacher present.

Specific Issues

Parental Consultation and Right of Withdrawal

The RSE policy is made available to all parents on the school website. Parents and carers have an especially important role to play in RSE. They need to feel confident that Rossall's programme complements and supports their role. To enable this, parents with any concerns about the RSE programme are encouraged to talk with the PSHE Co-ordinator, or their child's Head of Year.

In the Prep School and Senior School a letter advising parents that the RSE element of study is planned within the term is sent home allowing parents to contact the school as appropriate. The communication contains information about what will be covered and provides parents with information, links and resources available to help them understand and discuss with their children what is being covered in school.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, other than as part of the science curriculum. Before granting any such request it is good practice for the PSHE Co-ordinator, Safeguarding lead (DSL) or another member of the senior pastoral team to discuss the request with parents and, as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Rossall School will keep a record of these discussions.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Dealing with Sensitive Information and Answering Difficult Questions

Teachers will answer pupil questions appropriately and use their professional judgement, in line with this policy. There is no expectation that any teacher delivering RSE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. helplines, websites, leaflets etc.

Confidentiality Statement

Teachers conduct sex education lessons in a sensitive manner and in confidence. In accordance with the DfE 'Relationship and Sex Education Guidance' we will:

- ensure that all staff, pupils and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality ensure that pupils are informed of the limits of confidentiality that may be offered by teachers.
- use ground rules in lessons including the limits of confidentiality.

- ensure that pupils are informed of sources of confidential support, for example, the school nurse, GP, external listener or local young person's advice service.
- encourage pupils to talk to their parents or carers and give them support to do so.

If a teacher believes a pupil is at moral or physical risk or in breach of the law, it is their duty to ensure the pupil is aware of the risks and encourage them to seek support from their parents or child support agency where appropriate. In any circumstances where child safeguarding issues arise we will always follow the school's safeguarding procedures (see W6 Rossall School Safeguarding and Child Protection policy).

Inclusion

We are required by law to comply with the relevant provisions of the Equality Act 2010. At Rossall School, we intend our policy to be sensitive to the needs of all pupils and to ensure that they are appropriately met. All pupils are entitled to quality RSE. We do this by promoting the needs and interests of all pupils, to help them build confidence and a positive sense of self, and to stay healthy. We include all pupils regardless of their sex, age, race, disability, religion or belief, gender reassignment, or sexual orientation. At Rossall School, there are a variety of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

We will ensure that all young people receive sex and relationship education, and we will:

- ensure provision is appropriate to the particular needs of all our pupils, taking specialist advice where necessary.
- implement high quality planning for pupils with special educational needs and disabilities.
- deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support.
- whatever their developing sexuality, ensure that young people feel that sex and relationship education is relevant to them.

Monitoring and Evaluation

Both the policy and classroom delivery will be reviewed as part of the regular cycle of self-review. Provision for relationship and sex education, including the personal development of pupils, will be monitored, evaluated and reviewed by Senior Management and the PSHE co-ordinator. The policy will be reviewed at least annually and approved by Council.

Support and Training

The Council acknowledges that the effective teaching of RSE, within the PSHE framework, requires particular skills and expertise. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy. As RSE issues may be raised in many different contexts across the school (e.g. form time, informal discussion) all staff should have the opportunity to attend awareness-raising sessions and to discuss whole-school issues e.g. through the school INSET programme.

Council will also be offered an annual opportunity to be updated on any changes and developments. Because of the changing nature of the content, issues of resourcing will be dealt with appropriately with PSHE/RSE being a consideration within the annual budget.

Appendix 1

Curriculum Content

The Focus will be on the children being able to understand the importance of:

In Pre-Prep:

- Self esteem
- The concept of growth and change
- Showing respect
- Relationships – family, friends; understanding others and respecting difference
- Feelings
- Knowing the correct names for the external parts of the body, including sexual parts
- Personal hygiene
- Knowing places that are safe and where to go for help
- Making safe choices – saying no, when to keep a secret, when to tell
- Knowing that we have rights over our own bodies.

In Prep:

- Life changes
- Self esteem
- Respect for their own and others bodies
- Recognising risk/making safe choices – who has access to their bodies?
- Resisting unwanted peer pressure
- The influence of the media
- How to access help
- Feelings and emotional change (linked to puberty)
- Bullying
- Relationships (family, friends, love, marriage)
- Understanding differences
- Preparation for sexual maturity and the process of conception and birth
- How changes at puberty affect bodily hygiene

In Key Stage 1 and 2 RSE is delivered through the weekly PSHE lessons taught by the class teacher.

Appendix 2

Rossall School RSE Scheme for Key Stage 3-5

Year 7

Topic	Pupils outcomes
Building relationships- Self-worth	How to develop confidence, self-worth and self-efficacy.
Diversity	Identity. About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation.
Diversity	About living in a diverse society. How to challenge prejudice, stereotypes and discrimination on individuals and relationships.
Discrimination	About the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice.
Bullying	To recognise how to respond to bullying (including online), and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied.
Consent and unwanted contact	How to recognise and respond to inappropriate and unwanted contact.
Different types of relationships	About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them.
Relationship boundaries	How to evaluate expectations for romantic relationships.
Media stereotypes	How the media portrays relationships and the potential impact of this on people's expectations of relationships, how to recognise and challenge media stereotypes.

Romance and friendships	About qualities and behaviours relating to different types of positive relationships and how to recognise unhealthy relationships.
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Year 8

Topic	Pupils outcomes
Discrimination	Gender identity, sexual orientation transphobia and gender-based discrimination. Recognise and challenge homophobia and biphobia.
Discrimination	How to recognise and challenge racism and religious discrimination.
Discrimination	About group-think and persuasion, how to manage influences on beliefs and decisions.
Cyber safety	How to keep safe on social media (relate into grooming). How to secure personal information online.
Consent and communication	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.
Positive role models	How the media portrays characteristics of male and females, to clarify and develop personal values in friendships, love and sexual relationships. To evaluate expectations about gender roles and behaviour.
Sexting and risks	About the risks of 'sexting' and how to manage requests or pressure to send an image.
Healthy relationships	How to demonstrate positive behaviours in healthy relationships and the qualities of positive, healthy relationships.
Identity and relationships	About different relationships, gender identity and sexual orientation.
Contraception	About basic forms of contraception, e.g. condom and pill.

Year 9

Topic	Pupils outcomes
Different types of families	About different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering.
Relationship changes	How to manage relationship and family changes, including relationship breakdown, separation and divorce.
Parenthood	The nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children.
Conflict and resolutions	About conflict and its causes in different contexts, e.g. with family and friends. conflict resolution strategies and how to access support services.
Healthy relationships to reduce homelessness	About positive relationships in the home and ways to reduce homelessness amongst young people. How to access support.
Peer influence and support.	To recognise peer influence and to develop strategies for managing it, including online. The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support. Recognise and respond to signs of grooming.
Readiness for sexual activity and the media	About readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex. How the portrayal of relationships in the media.
Consent	That the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected. About myths and misconceptions relating to consent.
Contraception, the risks of STIs	About STIs, effective use of condoms and negotiating safer sex. About the

	consequences of unprotected sex, including pregnancy.
Social influences and sexting	How to secure personal information online. That the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this. How to assess and manage risks of sending, sharing or passing on sexual images. The impact of sharing sexual images of others without consent.
Attitudes towards pornography	That the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex.

Year 10

Topic	Pupils outcomes
Consent	About the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent.
Myths	About myths, assumptions, misconceptions and social norms about sex, gender and relationships.
Recognising and reporting exploitation, including victim blaming	How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support. How to recognise and challenge victim blaming.
Relationship and Sex values and expectations	About relationship values and the role of pleasure in relationships. About asexuality, abstinence and celibacy.
Risks online	About the opportunities and risks of forming and conducting relationships online.
The impact of the media and pornography	How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours.
Community cohesion	About communities, inclusion, respect and belonging. About the Equality Act,

	diversity and values.
Challenging extremism	About how social media may distort, mis-represent or target information in order to influence beliefs and opinions.
Challenging extremism	How to recognise, manage and respond to conflicting views, misleading information and to extremism and radicalisation.
Challenge discrimination	How to safely challenge discrimination, including online.

Year 11

Topic	Pupils outcomes
Assertive communication (including in relation to contraception and sexual health)	How to communicate assertively and how to communicate wants and needs.
Unwanted attention (on and offline)	How to handle unwanted attention, including online. How to challenge harassment and stalking, including online.
Relationship challenges and abuse	About various forms of relationship abuse and exploitativeness. About ‘honour based’ violence and forced marriage and how to safely access support.
Personal values	About core values and emotions. The characteristics and benefits of strong sense of self-worth, positive relationships, including mutual support, trust, respect and equality. The difference between love and abuse.
Diversity and support	About gender identity, gender expression and sexual orientation. About diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them. Questioning alignment of sexuality and mental health statistics.
Parenthood	How to evaluate readiness for parenthood and positive parenting qualities. The nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children.

Family structures	About different types of families and changing family structures. About adoption and fostering.
Contraception, the risks of STIs	About STIs, effective use of condoms and negotiating safer sex. About the consequences of unprotected sex.
Fertility	About fertility, including how it varies and changes
Pregnancy	About pregnancy, birth and miscarriage. About unplanned pregnancy options, including abortion.
Managing loss	How to manage change, loss, grief and bereavement.

Year 12

Topic	Pupils outcomes
Consent	About the concept of consent in maturing relationships.
Relationship values	To develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy. To evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'.
Relationship values	To understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values. About how different cultures and beliefs see different values and morals, including marriage.
Discrimination	To recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion
Personal safety in relationships	To manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online.
Ending of relationships	To manage the ending of relationships

	safely and respectfully, including online.
Selecting contraception	To develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships.
Sexually Transmitted Infections	How to reduce the risk of contracting or passing on a sexually transmitted infection (STI).
Sexual health	How to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment.
Decision making	How alcohol and drugs impact decision making. Consent, pressure, peer pressure, sharing of images.

Year 13

Topic	Pupils outcomes
Consent and safety- Issues of consent (the law).	To understand the moral and legal responsibilities that someone seeking consent has (legal age of consent), and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online). How alcohol and drugs impact decision making.
Consent and safety- Issues of consent (the law).	To understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent.
Sexual abuse	How to recognise, and seek help in the case of, sexual abuse, exploitation, assault, and the process for reporting to appropriate authorities.
Effective use of different contraceptives	How to effectively use different contraceptives, including how and where to access them. To evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception).
Implications of unintended pregnancy	To understand the implications of unintended pregnancy and young

	parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age.
Unintended pregnancy advice and support	To access the pathways available in the event of an unintended pregnancy and understand the importance of getting balanced advice and support quickly and knowing where to seek such advice.

By the end of Secondary School:

As well as continuing to develop knowledge on the topics pupils are expected to study at primary school, the DfE guidance states that pupils should cover the following content by the end of secondary school:

Families

- 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 its 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 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 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, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- 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 cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and Media

- 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 wouldn't want shared further, and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online.

Being safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, 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, and menopause.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.
- That they have a choice to delay sex or 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, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including 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 and advice and treatment.