

North Halifax  
Grammar School

Relationships,  
Sex and  
Health  
Education  
Policy



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# North Halifax Grammar School

## Relationships, Sex and Health Education School Policy

### 1. Introduction and Context

The Relationships Education, Relationships and Sex Education and Health Education (England) regulations 2019, make Relationships and Sex Education compulsory for all secondary school students.

“Today’s 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 aim of RSHE 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.”

DfE Statutory guidance July 2019

### 2. Vision

North Halifax Grammar School (NHGS) acknowledges the importance of Relationships, Sex and Health Education (RSHE) in helping to prepare students for the responsibilities and experiences of adult life. The curriculum should promote the spiritual, moral, social, cultural, mental and physical development of students both at school and in society. NHGS is committed to providing information in a secure, age appropriate, environment that will help to encourage this development. We are committed to our mission statement of ‘Living to Learn and Learning to Live.’

We have a vision to ensure our students leave school being mindful and respectful in all relationships they build and maintain, whether personal or academic. We aim to build on the RSHE programmes covered in the Primary School curriculum. At NHGS we believe that high quality, evidence based, and age appropriate Relationships, Sex and Health Education will stay with our students for life. RSHE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSHE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will provide opportunities for children to gain the knowledge and attributes to support their own, and others’ wellbeing and attainment and help them become successful and happy adults who make a meaningful contribution to society.

### 3. Aims:

The aims of Relationships, Sex and Health Education (RSHE), at NHGS are to:

- Meet the statutory obligations to the Guidance on Relationships Education, RSE and Health Education (England) Regulations (9 July 2020).
- To comply with the Equality Act 2010 and ensure that the needs of all students are appropriately met and that all students understand the importance of equality and respect;
- Be age appropriate and differentiated to the needs of **all** students
- Prepare students for the journey from adolescence to adulthood

- Provide a framework in which discussions can take place safely, sensitively and inclusively, with respect to the background and beliefs of students and parents always with the aim of providing students with the knowledge they need of the law;
- Signpost to make students aware of how and where to seek help
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Develop a clear understanding of the importance of consent; how to give, withdraw, ask for and recognise consent
- Build on the knowledge acquired at primary school and develop further students' understanding of health, with an increased focus on risk areas such as drugs and alcohol and the impact this can have on consent and decision making in relation to relationships and sexual health as well as introducing knowledge about intimate relationships and sex;
- Help students develop feelings of self-respect, self-worth, confidence and empathy;
- Create and maintain a positive culture around issues of sexuality and relationships;
- Ensure students can identify the qualities of healthy and unhealthy relationships
- Place paramount importance on online safety and the risks of using social media and the internet for relationships / sexual purposes
- Teach students the correct vocabulary to describe themselves and their bodies;
- Create a culture where students know what is right and when and how to report when it is not;
- To support students to develop resilience and to know how and when to ask for help and to know where to access support;
- Teach about mental wellbeing, as we know that children are increasingly experiencing challenges both in person and online, and that young people are at particular risk of feeling lonely;
- Give students the knowledge and capability to take care of themselves and each other and seek out and receive support if problems arise;
- Ensure that the compulsory content is taught within the wider programme of Personal, Social, Health and Education;

## 4. Legal Requirements

The Relationships Education, Relationships and Sex Education (RSE), and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, students receiving secondary education must be taught RSE and all primary and secondary pupils/students must be taught Health Education.

From September 2020 the guidance document '***Relationships Education, Relationships and Sex Education (RSHE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers***' became statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSHE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSHE) and Health Education (See appendix 1).

The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. The new provisions include a requirement for the Secretary of State to publish guidance on Relationships Education, RSE and Health Education and require schools to make a statement of policy on their provision of Relationship Education and RSE; and set out the circumstances in which a student is to be excused from RSE. Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSHE and make it available to parents on request. North Halifax Grammar School has developed this policy in accordance with government guidelines and will be made available to governors, staff, students and parents for comments prior to review. The policy and, thereby, provision of RSHE aims to be inclusive of all students (regardless of additional need or other protected characteristic) and is designed to be age and developmentally appropriate. It complies with relevant requirements of the Equality Act 2010 and take account of protected characteristics therein.

At NHGS we teach Relationships Education, RSE and Health Education as set out in this policy.

The RSHE content at NHGS also ensures students are aware of the legal provisions when relevant topics are being taught, including;

- 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 / radicalisation
- Criminal exploitation (for example through gang involvement or 'county lines' drugs operations)
- Hate crime
- Female genital mutilation (FGM)

## **5. RSHE curriculum for SEND students**

It is important that RSE is differentiated and accessible for all students. NHGS recognises that this is particularly important when planning teaching for students with special educational needs and disabilities. The school will ensure that high quality teaching that is differentiated and personalised to the individual needs of the students will be in place to ensure accessibility.

NHGS will refer to, and be mindful of, the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing and teaching these subjects to those students with SEND.

Where possible all students will remain with their class for RSHE lessons. Students with SEND or students who have been identified as likely to need SEMH support with RSHE will either receive the support of a Teaching Assistant during their RSHE lessons, or arrangements will be made for specific students to be withdrawn from RSHE lessons with to receive a differentiated version of the RSHE programme delivered within the SSA (Student Support Area). The SENDCO and Head of RPSE will make the relevant plans at the start of each academic year, in consultation with parents.

## 6. Provision for RSHE: Organisation and Delivery

RSHE is currently delivered within schemes of learning in RPSE alongside whole school and year group pastoral sessions. The Head of RPSE is responsible for ensuring the delivery and review of materials used at KS3/4.

RSHE provision for Sixth Form students is delivered as a PSCHEE programme, timetabled for one period a week and delivered by sixth form tutors and outside agencies where appropriate in accordance with government guidelines. The Sixth Form Enrichment Co-ordinator is responsible for ensuring the delivery and review of materials used.

### KS3/4

The schemes of learning for Key Stages 3 are delivered as a blocks of four to six weeks PSHE for years 7 and 8, interleaved with the Religious Education curriculum blocks, although taught as discrete and separate units. Year 9 students have weekly PSHE lessons delivered separately.

Many of the topics covered by RSHE and health education are supported by the delivery of the National Curriculum for Science at Key Stages 3 and 4 covering the following:

- Recognise the changes that occur during puberty
- Name, identify and explain the functions of the main reproductive organs in humans
- Describe what happens in the menstrual cycle
- Explain what happens in fertilisation
- Explain the role of the placenta during pregnancy
- Explain why a pregnant woman must avoid some substances
- Describe what happens during birth
- Understand that conception and health can be affected by drugs and disease
- Recognise the reasons behind using fertility treatment
- Recognise how knowledge of the results of having sex is important in making lifestyle choices

As part of a broad and balanced curriculum, some elements of RSHE will be delivered through the tutor group programme as well as some national curriculum areas (such as PE, computing, English and science). Examples include; physical aspects of puberty, physical effects of drug taking (leading to risky sexual behaviours), developing healthy friendships, bullying and use of social media and other online platforms where relationships are created and maintained. Safety on the internet, inappropriate sharing of images and cyber safety are taught through the ICT curriculum including how to recognise risks, harmful content and contact and how to report issues.

At Key Stage 4 –students will study relationships and families as part of their GCSE examined RS curriculum. This includes issues including human sexuality, consent, contraception, legal status, marriage and relationships as well as the religious attitudes or other perspectives towards these issues. Year 11 students follow a PSHE curriculum including age appropriate RSHE.

Regular SPT time is devoted to the delivery of the West Yorkshire POL.ED programmes of study which supplements the PSHE curriculum in lessons and focuses on the legal rights, responsibilities and implications of a wide variety of PSHE topics.

Whole school educational opportunities and a wide variety of extra-curricular provision also enriches the RSHE content delivery. Safeguarding and Internet safety is implicit throughout all curriculum areas and NHGS staff model healthy and positive behaviours consistently.

## 7. Course Content

Detailed content of the RSHE curriculum will be made available to parents on request and is available on the school website. Our curriculum content will cover the required themes as set out in, ***“Relationships Education, Relationships and Sex Education (RSHE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.”***

(See appendix 1, appendix 2)

Topics at Key Stage 3 include friendships; leading a healthy active lifestyle including personal health and safety/including substance abuse; puberty and personal hygiene; identifying and developing healthy relationships; peer pressure; consent; the law; LGBTQ+. These topics will be revisited at Key Stage 4 with age appropriate development and adaptation to include learning around sexually transmitted disease, contraception, HIV and AIDS, understanding sexual violence and sexual harassment, domestic abuse and how to report it, exploitative relationships, forced marriage and Female Genital Mutilation (FGM). Students will develop knowledge and understanding around a wide-range of issue including sexting, sexual-consent, rape and the impact of pornography on developing and maintaining respectful and healthy relationships with others.

Across all Key Stages, in keeping with DfE guidance ‘Sexual Violence and Sexual Harassment between children in schools and colleges’ students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Knowledge of what sexual violence and sexual harassment are
- Recognising and assessing potential risks
- Any report of sexual violence or sexual harassment should always be reported
- Both males and females can be victims
- The impact of victim blaming
- All students understand the importance of equality and respect
- Assertiveness
- Seeking help and support when required
- Informed decision-making and consent
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Recognising and maximising healthy relationships
- Managing conflict

These skills are taught within the context of family life or reflect modern day families.

## 8. Safeguarding

### 8.1 Sensitive or Controversial Topics

The school is aware that the teaching of some aspects of RSHE might be of concern to teachers and students and will therefore ensure that sensitive issues are dealt with in an appropriate manner, having regard to the age and cultural background of the students concerned.

- During Relationships and Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, sensitively and in

such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play

- If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting
- Teachers should establish a set of ground rules so that young people are aware of parameters.
- Students should never be asked to disclose their sexual orientation or personal information about themselves or others
- Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures
- Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
- Teachers will deal sensitively and objectively with information, and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions.
- Teachers should also be aware that they may be dealing with students who may be directly impacted by some of the sensitive issues being discussed, or may have close links to others who are.

## **8.2 Safeguarding and confidentiality**

During PSHE (RSHE) lessons students may disclose information which lead us to believe that they themselves and/or others may be a risk of harm. It is therefore important that teachers, students and parents/carers know and understand NHGS's procedures for responding to a disclosure as outlined in Section 7 of the Safeguarding and Child Protection Policy.

This defines what teachers and other adults working in the school cannot keep confidential. It is essential that confidentiality is discussed with students so that everyone understands these boundaries. No one working with children can agree confidentiality if a child is thought to be at risk.

Any 'visitor' to the classroom will be bound to our school's policy on confidentiality, regardless of whether they or their organisation has a different policy. We will ensure that visitors are aware of this and ensure that there are appropriate opportunities for students to access support after the lesson if this is needed through our pastoral systems.

We will ensure that students know where to get help on personal concerns such as abuse and sexual health both inside and outside the school. Our RSHE policy is therefore closely aligned to the school's Safeguarding and Child Protection Policy and adheres to statutory guidance Keeping Children Safe in Education.

Effective RSHE should enable and encourage young people to talk to a trusted adult about sensitive and personal matters. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.

When a member of staff learns from an under 16 year old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead who will lead on the most appropriate course of action in line with the school's Safeguarding Policy and Child Protection Procedures.

## **9. Roles and responsibilities**

### **9.1 Trustees**

The trustees, as well as fulfilling their legal obligations, should also make sure that they approve the RSHE policy, and hold the Headteacher to account for its implementation;



The trustees should ensure that subjects are well lead, effectively managed and well-planned; the quality of provision is subject to regular and effective self-evaluation;  
The trustees should ensure that subjects in this area are resourced, staffed and timetabled in a way that ensures that the school fulfils its legal obligation;  
The trustees should ensure that clear information is provided for parents/carers on the subject content and the right to request that their child is withdrawn;  
The governing body should understand that teaching is delivered in ways that are accessible to all students including SEND.

## **9.2 The Headteacher**

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 10).

## **9.3 Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive and factually correct way
- Modelling positive attitudes to RSHE
- 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 RSHE
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSE are encouraged to discuss this with their Head of RPSE and/or senior strategic leadership link. Support for staff teaching RSE will be provided by the head of RPSE and departmental expertise will be disseminated where need is identified. Teachers will be assigned membership of the National PSHE Association which offers specific training and guidance. The Head of RPSE will be responsible for the organisation of any training required or requested by staff in order to ensure the effective delivery of the curriculum.

## **9.4 Working with parents/carers and the wider community**

- Parental support is integral to the success of our RSHE curriculum at The North Halifax Grammar School. While we have an educational and legal obligation to provide young people with Relationships and Sex Education we respect the primary role of the parents in educating their children about these matters.
- The role of parent and carers in the development of their child's understanding of relationships is vital.
- Parents and carers are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
- NHGS will ensure that parents and carers know what will be taught and when as part of the curriculum long-term plans.
- Whilst we recognise the parental right to withdraw a child from some aspects of RSHE (see below), we believe that any request should be carefully considered and effects of being excluded from this important education. This could include any social and emotional effects of being withdrawn, as well as the likelihood of the child hearing their peers' version of events rather than what was directly said by the teacher in learning environment.
- RSHE curriculum is shared annually with parents and carers.
- The policy will be made available to all parents/carers so they are given every opportunity to understand the purpose and content of Relationship Sex and Health Education.

## **9.5 Students**

- Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity and in accordance with the NHGS Respect Charter

## **9.6 The Role of Health Professions in the Delivery of Relationships, Sex and Health Education**

The school will work with health professionals in the development and implementation of the schools RSHE programme. Any visitors used to help in the delivery of the RSHE programme will be clear about the boundaries of their input and will be aware of the RSHE curriculum, relevant school policies and their work will be planned and agreed in advance. The school is aware that working with health professionals in the development and implementation of RSHE programmes is useful and beneficial to staff and students alike. It is the responsibility of the Head of RPSE to monitor events of this nature and propose the future use of health professionals to support the delivery of RSHE.

## **10. Parents' right to withdraw**

Parents have the right to withdraw their children from some or all of sex education delivered as part of statutory RSE. There is no right to withdraw from Relationships Education or Health Education.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the student's educational file. The Headteacher, or their delegate, will discuss the request with parents listening to their reasons for withdrawing their child and supporting that parent to make a final decision on withdrawal or not, take appropriate action if necessary, also ensuring that the parent understanding that withdrawal from sex education can be reversed at any point. Alternative work will be given to students who are withdrawn from RSE.

Once discussions have taken place, except in exceptional circumstances, the school should respect the parents' or carers' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will provide the child with sex education during one of those terms.

The process is the same for SEND children. However, there may be exceptional circumstances where the head teacher may take a student's specific needs into account when making the decision.

## **11. Monitoring and Evaluation**

The delivery of RSE is monitored by The Head of RPSE and The Strategic Leadership Group (SLG) through school monitoring and quality assurance procedures.

Students' development in RSHE is monitored by class teachers as part of the internal assessment systems.

The implementation of this policy will be monitored and evaluated regularly through the normal processes of Departmental Review that apply to all areas of the curriculum. This policy will be reviewed by the Governors annually.

Information gathered as a result of the monitoring and evaluation processes will be implemented into future planning of the RSHE programme.

## Linked Policies

- Safeguarding Policy and Child Protection Procedures
- Online Safety Policy
- Anti-Bullying Policy
- SEND policy

## Appendices

- **Appendix 1:** Statutory guidelines

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSHE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSHE_and_Health_Education.pdf)

- **Appendix 2**

The content outlined by the statutory guidance states that by the end of secondary school all students should have covered the following content:

<p><b>Families</b></p>	<p>Students 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 others' relationships); and, how to seek help or advice, including reporting concerns about others if needed.</li> </ul>
<p><b>Respectful relationships, including friendships</b></p>	<p>Students 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 relationship.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>

<p><b>Online and media</b></p>	<p>Students 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. <ul style="list-style-type: none"> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul> </li> </ul>
<p><b>Being safe</b></p>	<p>Students 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><b>Intimate and sexual relationships, including sexual health</b></p>	<p>Students 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, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</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> </ul> <ul style="list-style-type: none"> <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>