



Relationships and Health Education Policy

Approved by:	Trustees	Date: February 2024
Last reviewed on:	January 2024	

Contents

1. Introduction	2
2. Aims.....	2
3. Statutory requirements.....	2
4. Policy development.....	3
5. Definition.....	3
6. Curriculum	3
7. Delivery of RHE	3
8. Inclusivity	4
9. Use of external organisations and materials.....	5
10. Roles and responsibilities.....	6
11. Parents' right to withdraw.....	6
12. Monitoring arrangements.....	7

Our Vision and Ethos

Nishkam schools are Sikh ethos multi faith schools that take a distinctive approach to many traditional faith schools. The Nishkam School Trust education model is led by virtues such as, compassion, humility, service, contentment, optimism, trust, and forgiveness. Virtues are prevalent throughout our teaching and learning model and are modelled by our pupils, staff, and teachers. Our pupils explore the divine context of humanity and wonder of all creation and learn from the wisdom of all religions and in doing so explore the infinite human potential to do good unconditionally. We support all pupils and staff to develop aspects of their own religious, spiritual, or human identities. In service of God, we pray for guidance in this endeavour and forgiveness for the errors we may make.

1. Introduction

This policy clarifies the legal requirement and responsibilities of the Trust in the teaching of relationships and health education (RHE) for all staff, pupils, parents/carers and the wider school community.

Research has shown that young people who feel positive about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be more discerning in their relationship and sexual behaviours and to have fulfilling relationships in adulthood. The school has a key role, in partnership with parents/carers, in providing RHE (Relationship and Health Education).

2. Aims

The overall aims of this policy are;

- To provide accurate information and understanding of RHE
- To give clear guidance to parents, staff, and governors in relation to programme progression and delivery
- Provide a framework in which sensitive discussions can take place
- To dispel myths and teach pupils the correct vocabulary to describe themselves and their bodies
- To support pupils through their physical, emotional, and moral development
- To explore a range of attitudes towards RHE issues and to help pupils to reach their own informed views and choices for a healthier lifestyle.
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with their own beliefs
- To help pupils understand the significance of marriage and stable relationships and its importance for family life. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances
- To increase pupils' self-esteem and confidence and to help them respect themselves and others.
- To develop skills relevant 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
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive, non-judgmental culture around issues of sexuality and relationships
- To help pupils move more confidently and responsibly into and through adolescence

3. Statutory requirements

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Primary phase

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Secondary phase

As a secondary academy school we must provide RHE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

You should also refer to your funding agreement and articles of association for further information.

In all schools within the Nishkam Schools Multi Academy Trust, we teach RHE as set out in this policy.

4. Policy development

The school has established a strong working partnership with parents through consultation and support. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role.

5. Definition

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

RHE involves a combination of sharing information, prioritising scientifically accurate anatomy and language, and exploring issues and values.

RHE is not about the promotion of sexual activity.

6. Curriculum

Our curriculum is set out as per Appendix 1 (Primary) and Appendix 2 (Secondary), but we may need to adapt it as and when necessary.

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

7. Delivery of RHE

RHE is taught within the personal, social, health and economic (PHE) education curriculum. Biological aspects of RHE are also taught within the science curriculum, and other aspects are included in religious education (RE).

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

Primary Phase

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RHE curriculum, see Appendix 1.

Secondary phase

RHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RHE curriculum, see Appendix 3.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

8. Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages
- We will also:
 - Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - I-to-I discussions
 - Digital formats

- Give careful consideration to the level of differentiation needed

Use of resources

- We will consider whether any resources we plan to use:
 - Are aligned with the teaching requirements set out in the statutory RSE guidance
 - Would support pupils in applying their knowledge in different contexts and settings
 - Are age-appropriate, given the age, developmental stage and background of our pupils
 - Are evidence-based and contain robust facts and statistics
 - Fit into our curriculum plan
 - Are from credible sources
 - Are compatible with effective teaching approaches
 - Are sensitive to pupils' experiences and won't provoke distress

9. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

- All material will be signed off by the Trust Board
- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only use external agencies where we have full confidence in the agency (signed off at a Trust Level), its approach and the resources it uses;
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency’s protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say “no” or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers
- We won’t, under any circumstances:
 - Work with external agencies that take or promote extreme political positions
 - Use materials produced by such agencies, even if the material itself is not extreme

10. Roles and responsibilities

10.1 The School Leader

The School Leader is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHE.

10.2 Staff

Staff are responsible for:

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

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

Where appropriate the School Leader will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE.

10.3 Pupils

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

11. Parents’ right to withdraw

Primary phase

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RHE.

Requests for withdrawal should be put in writing and emailed to the school office and addressed to the Headteacher.

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

Secondary phase

Parents do not have the right to withdraw their children from relationships education. This includes consent, healthy relationships, online behaviour and safety.

Parents have the right to withdraw their children from the non-statutory components of sex education within RHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and emailed to the school office and addressed to the Principal.

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

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

12. Monitoring arrangements

The delivery of RHE is monitored by the Senior Leadership Team. Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Trust every two years. At every review, the policy will be approved by the Trust Board. There will be regular review of materials by a working party of the Trust Board.

Appendix 1: Primary Relationships and Health Education curriculum map

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy body , healthy mind	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Understanding personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another through these.	Healthy Relationships within the family setting	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to identify each relationship and understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal choices.	How our bodies change as we enter puberty, including hygiene and menstruation.
Y5	Identity and peer pressure in real life and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and feelings and ways to manage this; questions about puberty and change, including periods and wet dreams.
Y6	How relationships evolve as we grow, and how to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.		Being the best me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Transitions, and ways to manage the increasing responsibilities and emotional effects of life changes.

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

Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security, and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives • That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care • That stable, caring relationships, which may be of diverse types, are at the heart of happy families, and are important for children’s security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships can have difficulties, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative, or destructive • The importance of permission-seeking and giving in relationships with friends, peers, and adults.

Topic	Pupils should know
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Secondary Relationships and Health Education curriculum map

Year 7	Year 8	Year 9	Year 10	Year 11+
<p>Puberty</p> <p>To develop further knowledge around the emotional & physical changes during puberty.</p>	<p>Pressure to have Sex</p> <p>To understand why people choose to have sex.</p> <p>Raise Awareness of the pressures young people face when it comes to sex and relationships</p>	<p>The Main Methods of Contraception</p> <p>To develop knowledge about a range of contraception which is available and relevant to young people</p>	<p>What is Love?</p> <p>To appreciate the range of feelings involved in relationships</p>	<p>Pregnancy Choices</p> <p>To increase the students' knowledge of the choices available to them before a pregnancy is confirmed. Once a pregnancy is confirmed and after the baby is born.</p>
<p>Conception & Reproduction</p> <p>To explore how puberty enables reproduction</p>	<p>The Condom & other Barrier Methods</p> <p>To introduce the condom and other barrier methods as a means of preventing STIs and unwanted pregnancies.</p>	<p>Sexually Transmitted Infections</p> <p>To develop knowledge about STI transmission, prevention and treatment.</p>	<p>Sexuality (LGBTQI)</p> <p>To examine society's attitudes towards sexuality</p>	<p>Looking after your sexual health</p> <p>To encourage students to take responsibility for looking after their own health, especially their sexual health.</p>
<p>Personal Relationships & Diversity</p> <p>To understand that people have multiple roles and responsibilities in relationships and that making positive relationships is important.</p>	<p>Introduction to Sexually Transmitted Infections</p> <p>To learn some basic information about how STIs are transmitted</p>	<p>Responsibilities in a Relationship</p> <p>To consider issues which relate to responsible sexual behaviour</p>	<p>Long Acting Reversible Contraception (LARC)</p> <p>To increase students' knowledge around LARC as a method of contraception.</p>	<p>Child Sexual Exploitation</p> <p>To raise awareness of the risk factors and signs of Child Sexual Exploitation & Signposting to help and support services.</p>
<p>Gender Stereotypes</p> <p>To provide the opportunity to consider and challenge Gender stereotyping</p>	<p>Myth Busting STI's</p> <p>To discuss STI's and the myths around how they are contracted and treated.</p>	<p>Confidence in Relationships</p> <p>To understand what qualities make up positive and negative relationships</p>	<p>First Sex</p> <p>To recognise and consider the importance of relationships. To consider at what point in a relationship sexual activity leading to conception might occur.</p>	<p>Revenge Porn & Up- skirting</p> <p>To understand the consequences of taking part in revenge porn and reporting unwanted images</p>
<p>Healthy Relationships</p> <p>To explore why compromise and negotiation are needed to build healthy relationships</p>	<p>Internet Safety & Social Media</p> <p>To highlight the dangerous side of the internet. To look at ways of keeping safe online. Includes tips on how to block users and set up privacy settings</p>	<p>Under the Influence</p> <p>To consider the issues relating to alcohol, drugs and sexual behaviour.</p>	<p>Healthy/Abusive Relationships</p> <p>To raise awareness of types of violence and abusive behaviours which may occur in relationships. To identify different types of abusive relationship. To focus on how young people are exploited through the grooming process.</p>	

<p>Identity</p> <p>To discuss what defines us, stereotypes and valuing ourselves and each other.</p>	<p>Homophobic Bullying</p> <p>To look at the use of language around Homophobia and how this can impact young people. To identify appropriate language</p>	<p>Sexting</p> <p>Explore the impact of social media and the consequences of posting images online and sending images to peers.</p>	<p>Consent</p> <p>To ensure young people are clear on how to recognise consent. To explore a range of different situations to identify if consent has been given or not.</p>	
<p>Consequences</p> <p>To introduce students to the concept of risk in relations to health and sexual behaviour</p> <p>To discuss consequences of different risky behaviour</p>	<p>Body Image</p> <p>To discuss the importance of a positive body image & to look at the influences which surround young people</p>	<p>FGM Awareness</p> <p>Information around the definition, impact, legalities and where to go for help and support</p>	<p>Impact of Pornography</p> <p>To discuss the fantasy v's realities of pornography. Dispelling myths around how images and sexual stories are portrayed in relation to a healthy relationship.</p>	

Appendix 4: By the end of secondary school pupils should know

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

Topic	Pupils should know
<ul style="list-style-type: none"> • Online and media 	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

Topic	Pupils should know
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment