

Heathlands School

SRE

(Sex & Relationships
Education)

Policy

Approved by: Approved by Governors PWC committee 7.11.16

Review: This policy should be reviewed every two years or following changes to statutory guidance.

Review due: November 2018

1. Introduction

Sex and relationships education (SRE) forms part of the overall provision of Personal, Social, Health Education and Citizenship at Heathlands School. Effective SRE is essential if young people are to make responsible and informed decisions about their lives. It is not only concerned with the knowledge and understanding of facts but also with the development of attitudes and values together with personal and social skills.

This is not a task for the school in isolation and we seek to work with parents/carers to ensure that the teaching of SRE reflects their expectations and complements teaching at home.

This policy has been created through consultation with the governing body, parents and students, this policy reflects the whole school community's values and needs.

2. Background

- 2.1 Under the Education Act 2002 all schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- 2.2 It is the responsibility of the Governing Body to 'promote the well-being of pupils at the school.' (2006 Education and Inspections Act).
- 2.3 This policy has been written with reference to both the Statutory Sex and Relationship Education Guidance, 2000 (www.gov.uk/government/publications/sex-and-relationship-education) and the Supplementary Guidance: Sex and Relationships Education (SRE) for the 21st Century, 2014 (www.pshe-association.org.uk/curriculum-and-resources/resources/sex-and-relationship-education-sre-21st-century)
- 2.4 The 'Keeping Children Safe in Education' 2016 document (www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf) stresses the importance of ensuring there are opportunities to teach safeguarding through SRE (p18)
- 2.5 Ofsted is statutorily required under Section 10 of the School Inspections Act 1996 to evaluate and report on the spiritual, moral, social and cultural development of students at Heathlands which includes evaluating and commenting on a school's sex and relationship education policy and delivery.
- 2.6 Ofsted in 2013 found that SRE needed improving in one third of schools and that this lack of quality SRE leaves students vulnerable to abuse and

exploitation. (www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools)

- 2.7 High quality SRE helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life.
- 2.8 Research shows that children and young people want to receive their initial SRE from their parents and families, with schools and other adults building on this later. However, many parents find it difficult to talk to their children about sex and relationships and it is important that staff work in partnership with parents to ensure all students get the education needed.
- 2.9 The teaching of sensitive issues may be of concern to both teachers and parents so should be covered by this policy to ensure everyone has clear expectations of what will be taught and when.
- 2.10 This policy should be read in conjunction with the following related policies:
 - Child Protection Policy
 - E-Safety Policy
 - Safe-Guarding Policy
 - Heath House Privacy and Confidentiality Policy

3. Purpose of the SRE Policy

- 3.1 Heathlands must have an up to date copy of this policy available for inspection and for parents/carers who request it.
- 3.2 The policy will be used by teachers to guide their lesson planning and to ensure staff feel confident delivering the topics involved.
- 3.3 Current and future parents can look to see both the SRE curriculum content and the values the school is promoting.
- 3.4 Health professionals and others invited into school to deliver sessions or help and advise our students will be given a copy of this policy before meeting the students so they know the aims, objectives and values the school's SRE promotes, agreed teaching methodologies and boundaries for their work with young people.
- 3.5 Any teacher who teaches within the boundaries of this policy is fully protected under the law.

4. Aims and Objectives of SRE

A successful SRE programme will:

- 4.1 be a partnership between home and school.
- 4.2 help and support young people through their physical, emotional and moral development.
- 4.3 help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- 4.4 allow students to develop the skills and understanding they need to live confident, healthy and independent lives.
- 4.5 help students deal with difficult moral and social questions.
- 4.6 teach young people to understand human sexuality, to respect themselves and others and have an understanding of consent.
- 4.7 provide accurate information about the body, reproduction, sex and sexual health.
- 4.8 make them understand the reasons for delaying sexual activity, particularly with regard to the many pressures on young people today.
- 4.9 ensure children and young people's views are actively sought to influence lesson planning and teaching.
- 4.10 will allow for open discussions and will be relevant to pupils at each stage in their development and maturity.
- 4.11 promote equality in relationships and recognise and challenge gender inequality and reflect girls' and boys' different experiences and needs.
- 4.12 reduce early sexual activity, teenage conceptions, STIs, sexual exploitation and abuse, domestic violence and bullying.
- 4.13 develop skills to reduce the students' risk of being abused or exploited
- 4.14 develop an understanding about what sorts of behaviour are, and are not acceptable and legal.

5. Responsibilities

- 5.1 The Governing Body has the responsibility under equalities legislation (most recently the Equalities Act 2010) and should ensure that their school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children.

- 5.2 The SRE curriculum at Heathlands should be both culturally appropriate and inclusive of all children.
- 5.3 Although Heathlands is sensitive to the views held by different cultural groups, we must ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. This includes clear, impartial scientific information on matters such as abortion as well as covering the law in relation to, for example, sexting, forced-marriage and female genital mutilation. It should also cover the concept of, and legislation relating to, equality.
- 5.4 The Head teacher must ensure that the personal beliefs and attitudes of teachers and staff does not influence the teaching of SRE.

6. Strategy

- 6.1 Heathlands has a graduated, age appropriate programme of SRE.
- 6.2 Parents will be offered support in talking to their children about sex and relationships education and how this links to what is being taught in school.
- 6.3 The focus will be equally on boys as girls ensuring boys are engaged in activities to match different learning styles.
- 6.4 Teachers may consider teaching certain aspects of the curriculum in single sex groups to ensure students are comfortable and able to learn.
- 6.5 Students with learning needs in addition to deafness will need extra help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.
- 6.6 Teaching is relevant and sensitive to all young people, whatever their developing sexuality.
- 6.7 Teachers will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.
- 6.8 SRE may be delivered by a range of people in the wider community including health professionals, social workers, youth workers, peer educators and visitors.
- 6.9 Teaching by visitors from the wider community will complement, but not substitute or replace planned provision.
- 6.10 Visitors to the school will be made aware of this policy and abide by it at all times when teaching students at Heathlands. They will follow their own professional codes of conduct when in their professional role in a consultation with an individual student.

- 6.11 Parents will be informed prior to visitors delivering SRE at Heathlands.
- 6.12 Teachers will abide by the Child Protection at all times. Teachers cannot offer or guarantee absolute confidentiality in accordance with the Safeguarding policy.
- 6.13 Teachers need to be aware that effective SRE which increases the student's understanding of what is acceptable and unacceptable may lead to a disclosure.
- 6.14 Staff who have concerns for a child or suspect that a child is a victim of abuse or is at risk of abuse should report their concerns as outlined in the Child Protection policy
- 6.15 The SRE programme will offer a range of viewpoints (for example abstinence before marriage or abortion) which will enable young people to explore and challenge their own views
- 6.16 The teaching of the SRE curriculum will be delivered in PSHCE, Science, ICT and RE lessons as appropriate and in workshops or group sessions with visiting speakers.
- 6.17 The Curriculum Lead Teacher (CLT) for Humanities and Arts will monitor the teaching and learning of SRE to ensure that all aspects of the subject are being delivered as planned.
- 6.17 Teachers will be given training and support as necessary.
- 6.18 Should a teacher learn that an under 16 year old is having or contemplating having sexual intercourse they must ensure:
- The young person is encouraged to talk to their parent/carer.
 - Any child protection issues are addressed
 - The child has been adequately counselled and informed about contraception and where he/she can access advice services.

Staff will always act in the best interests of the young person and considering all the individual circumstances may deem it necessary to inform the parent if the young person cannot be encouraged to do so.

- 6.19 When faced with a question from a student, teachers need to feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team if necessary.
- 6.20 Outside the teaching situation, health professionals such as school nurses can:

- Give one-to-one advice or information to a student on a health-related matter including contraception.
- Exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

7. Practice

- 7.1 Medium Term Plans will be submitted to the CLT prior to teaching SRE.
- 7.2 Letters will be sent out to parents at the start of the school year (September) and again immediately prior to delivering SRE to inform parents of the topics to be covered.
- 7.3 Ground rules will be established in the lessons to protect both staff and students from anxiety and embarrassment by setting clear parameters of what is appropriate and inappropriate to discuss.
- 7.4 The teacher will explain that talking about their personal experiences and issues during the lesson is not appropriate.
- 7.5 Students will be advised on how to access confidential support after each lesson.
- 7.6 The teacher will set up an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.
- 7.7 Inappropriate images or explicit material not directly related to explanation will not be used in lessons. If in doubt, teachers should consult with the CLT or Pastoral Assistant Head for guidance.
- 7.8 Teachers should consider the age and cultural background of students when choosing materials to use in lessons.
- 7.9 Students are protected from accessing inappropriate or explicit material on the internet by the Herts Grid but teachers should be aware of the potential dangers of setting research tasks either in lessons or for homework.
- 7.10 When answering questions teachers could:
 - Remind students of the ground rules if it is too personal
 - Refer the student to an appropriate person (school nurse; helpline or outside agency)
 - Acknowledge if he/she does not know the answer and suggest they research the question later.
 - If the question is too explicit, feels too old for the student, is inappropriate for the whole class, or raises concerns about sexual abuse, acknowledge it and promise to attend to it later on an individual basis.

- 7.11 If a teacher is concerned that a student is at risk of sexual abuse, he/she will follow the school's child protection procedure.
- 7.12 A range of different teaching and learning strategies will be used: discussions; projects; group, pair and individual work as appropriate

8. Curriculum

8.1 In the lower school, SRE should ensure that all students:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to name parts of the body and describe how their bodies work.
- Can protect themselves and ask for help and support
- Are prepared for puberty.

8.2 Before secondary transfer students must have learnt about:

- Changes in the body related to puberty e.g. periods and voice breaking
- When these changes are likely to happen, what issues may cause young people anxiety and how they can deal with these
- How a baby is conceived and born (if appropriate to the cohort)

8.3 In the Upper School, SRE should prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgement and behaviour.
- Be aware of their sexuality and understand human sexuality.
- Understand the arguments for delaying sexual activity
- Understand the reasons for having protected sex.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want.
- Communicate effectively
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV
- Avoid being exploited or exploiting others
- Avoid being pressured into unwanted or unprotected sex
- Access confidential sexual health advice, support and if necessary treatment
- Know how the law applies to sexual relationships.

8.4 The following aspects of the National Curriculum for Science are mandatory

Year 1 - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 - notice that animals, including humans, have offspring which grow into adults

Year 5 - describe the changes as humans develop to old age

Key Stage 3 - reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Key Stage 4 - hormones in human reproduction, hormonal and non-hormonal methods of contraception, communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)

9. Working with parents

9.1 Parents are key in SRE because they:

- teach their children about sex and relationships
- maintain the culture and ethos of the family
- help their children cope with emotional and physical aspects of growing up
- prepare them for the challenges and responsibilities that sexual maturity brings.

9.2 Parents need support in:

- helping their children learn the correct names of the body
- talking with their children about feelings and relationships
- answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health.

9.3 Through regular consultation parents will know that the SRE Programme complements and supports their role as parents and that they can be actively involved.

9.4 Parents will know what their child is being taught and when through so they are prepared for any questions their child may have after the lesson.

9.5 Parents have the right to withdraw their children from all or part of the Sex and relationship education provided at School except for those parts included in the statutory National Curriculum (Reproduction and Human Development in Science).

9.6 A standard letter which can be adapted by individual staff will be used which includes information about the parents' right to withdraw.

- 9.7 Teachers will support parents who choose to withdraw their child from SRE by providing materials they can use themselves at home with their child.
- 9.8 The class teacher will follow up with parents to ensure that the subject matter has been discussed at home at the agreed time.
- 9.9 Arrangements will be made for students who have been withdrawn to be taught in another group for the series of lessons.
- 9.10 This policy has been created through consultation with parents and is available on the website for parents to view.
- 9.11 School will organise appropriate workshops when appropriate to assist parents in discussing SRE topics at home with their child.

10. Evaluation and Monitoring

- 10.1 Class teachers will assess progress using the Heathlands Tracker.
- 10.2 The CLT for Humanities and Arts will monitor curriculum coverage for individual students and groups.
- 10.3 Monitoring of activities, whether provided by school staff, volunteers or external providers will happen in line with the Monitoring and Evaluation Policy.
- 10.4 Student opinions will be gathered by the CLT, both informally and formally, following activities or PSHCE lessons on an annual basis.
- 10.5 Class teachers can speak to parents following SRE lessons to ask for feedback.

Appendix

Appendix 1

Sample letter informing parents of SRE lessons in class

Sex and Relationship Education

Dear Parent/Guardian,

I am writing to let you know that this term in PSHCE your son/daughter will be learning about:

(add/delete as appropriate and add in specific learning objectives if necessary)

- Puberty and growing
- Male/female bodies
- Personal hygiene
- Public and private as well as appropriate/inappropriate touching of body parts, themselves and others.
- Relationships: including family, close friends, acquaintances and strangers.
- Emotions and feelings
- Sexuality
- Contraception and pregnancy
- Personal safety and stranger danger.
- Sexually Transmitted Diseases.
- Internet safety, sexting and pornography.
- Issues of consent
- Advice and support

You may want to speak to your son/daughter before the lessons if you feel this is appropriate and will also prepare you for if your son/daughter has questions or starts to talk about these things at home after the lesson(s).

If you have any concerns or queries please do not hesitate to contact me before the lessons commence. If you wish your son/daughter to be withdrawn from the lesson(s) please let me know in advance and I we can arrange a time to meet to discuss the materials so that you can use them at home.

You may wish to read through the SRE policy which is available on the website.

Yours sincerely

Class Teacher/PSHCE teacher

Appendix 2

Curriculum breakdown by age. This is a guide only and may be adjusted to suit the ability and understanding of the children involved.

Ages 3-6

At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

Questions to help you understand what children want to learn about are listed in themes below.

Relationships

- Who is in my family?
- How are other families similar or different to mine?
- What does my family do for me?
- What do I like about my friend?
- What does my friend like about me?
- What can other people do to make me feel good?
- Who do I look after?
- Why shouldn't I tease other people?

My body

- Why are girls' and boys' bodies different?
- What do we call the different parts of girls' and boys' bodies?

Life cycles

- Where do babies come from?
- How much have I changed since I was a baby?
- How are other children similar and different to me?

Keeping safe & looking after myself

- Which parts of my body are private?
- When is it OK to let someone touch me?
- How can I say 'no' if I don't want someone to touch me?
- Who should I tell if someone wants to touch my private parts?

People who help me

- Who can I ask if I need to know something?
- Who can I go to if I am worried about something?

Ages 7-8

At this age children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

Questions to help you understand what children want to learn about are listed in themes below.

Relationships

- How have my relationships changed as I have grown up?
- Why do friendships change?
- How can I be a good friend?
- Why can it be fun to have a friend who is different to me?
- What are some of the bad ways people can behave towards one another?
- How do I know when I am being bullied?
- What do I do if I am being bullied?
- How can I make up with my friend when we have fallen out?
- Why are some parents married and some not?

My body

- How has my body changed since I was a baby?
- Why is my body changing?
- Why are some children growing quicker than others?
- Why are some girls in my class taller than the boys? How do girls and boys grow differently?
- Why are we all different? Is it ok to be different?
- What are similarities and differences between boys and girls?
- Should boys and girls behave differently?

Feelings

- What makes me feel good?
- What makes me feel bad?
- How do I know how other people are feeling?
- Why are my feelings changing as I get older?
- How do I feel about growing up and changing?
- How can I cope with strong feelings?

Life cycles

- Why does having a baby need a male and a female?
- What are eggs and sperm?
- How do different animals have babies?
- How do different animals look after their babies before and after birth?
- What happens when people get older?

Keeping safe & looking after myself

- What are good habits for looking after my growing body?

- What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?
- When is it good or bad to keep secrets?

People who help me

- Who can I talk to if I feel anxious or unhappy?
- Where can I find information about growing up?

Ages 9-10

At this age children are interested in knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. They will be interested in knowing about how people can get diseases including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about puberty and sex.

Questions to help you understand what children want to learn about are listed in themes below.

Relationships

- What are the important relationships in my life now?
- What is love? How do we show love to one another?
- Can people of the same sex love one another? Is this ok?
- What are the different kinds of families and partnerships?
- What do the words 'lesbian' and 'gay' mean?
- Why does calling someone 'gay' count as bullying?
- What should I do if someone is being bullied or abused?
- Are boys and girls expected to behave differently in relationships? Why?
- Can some relationships be harmful?
- Why are families important for having babies and bringing them up?

My body

- What is puberty?
- Does everyone go through it? At what age?
- What body changes do boys and girls go through at puberty?
- Why are some girls 'tomboys' and some boys a bit 'girly'?
- Is my body normal? What is a 'normal' body?
- How will my body change as I get older?

Feelings and attitudes

- What kinds of feelings come with puberty?
- What are sexual feelings?
- What are wet dreams?
- What is masturbation? Is it normal?
- How can I cope with these different feelings and mood swings?
- How can I say 'no' to someone without hurting their feelings?

- What should I do if my family or friends don't see things the way I do?
- What do families from other cultures and religions think about growing up?
- Can I believe everything I see on the TV about perfect bodies/ relationship/girls and boys....to be true?

Lifecycles/ human reproduction

- What is sex?
- What is sexual intercourse?
- How many sperm does a man produce?
- How many eggs does a woman have?
- How do sperm reach the egg to make a baby?
- Does conception always occur or can it be prevented?
- How do families with same-sex parents have babies?
- How does the baby develop?
- How is the baby born?
- What does a new baby need to keep it happy and healthy?

Keeping safe & looking after myself

- How can I look after my body now I am going through puberty?
- How can girls manage periods (menstruation)?
- How can people get diseases from sex and can they be prevented?
- What is HIV, how do you get it and how can you protect yourself from it?

People who help me/getting help and advice

- Who can I talk to if I want help or advice?
- Where can I find information about puberty and sex?
- How can I find reliable information about these things safely on the internet?

Ages 11-13

At this age most young people will be entering puberty and will be interested in hormones, how they will be affected by them, the menstrual cycle, wet dreams, erections, fertility, pregnancy - how it can be avoided, and safer sex. They may also be wondering if their physical development is 'normal'. They will want to know about the difference between sexual attraction and love and whether it is normal to be attracted or in love with someone of the same gender. Young people will be asking questions about relationships, when is the right time to have sex, how to avoid pressure and where they can get more information if they need it, including the best websites, confidential services etc.

Questions to help you understand what young people want to learn about are listed in themes below.

Relationships

- What makes a relationship happy or unhappy?
- Why do relationships change during adolescence?
- How can I cope with changing relationships with my family and friends?
- Why do people get married or have a civil partnership?

- What can I do about family and friendship break-up?
- What are the qualities I should look for in a partner?
- Should everyone have a boyfriend or girlfriend at my age?
- At what age is it legal to have sex? At what age is it legal to get married/ or have a civil partnership?
- How do I know when I am ready to have sex/be intimate with my boyfriend/girlfriend?
- Do males and females have different expectations in relationships?
- What does it mean to be gay, lesbian, bisexual or transgender?
- What is the difference between transvestite and trans-sexual?
- What is acceptable touching and behaviour amongst my peers?

My body

- Am I normal? What is normal for my age? If I am a late-developer, will I catch up?
- Why do the media show so many pictures of thin/muscley/perfect celebrities? Should we all look like this?
- People say our hormones are raging during adolescence - what effect do they have on the body?
- How do hormones affect boys and girls differently?
- What is the menstrual cycle and how does it affect fertility?
- Why do boys get erections?
- What is the menopause, when does it happen in a woman's life and do men go through it too?
- What is happening to my body when I get sexually excited?
- What is an orgasm and how can I have one?
- Do males and females experience orgasm in the same way?
- What are normal bodily fluids secreted from penis and vagina?

Feelings and attitudes

- What is the difference between sexual attraction and love?
- How will I know if I am in love?
- Is it normal to be attracted or in love with someone of the same gender? Does this mean I am gay or lesbian?
- Do you have to have sex to show someone you love them?
- What should I do if I feel I am being pressured into having sex? Is everybody doing it?
- In my community being a teenage parent is acceptable- is this wrong?
- My religion says that being gay or having sex before is marriage is wrong, what should I think?

Keeping safe and looking after my sexual health

- What is safer sex?
- Should everyone who is sexually active carry condoms?
- What infections can be caught from having sex? What are the symptoms? What is the impact on your health?
- What is HIV and AIDS, how do you get it? Is it always through sex?
- How do women get pregnant and how does the baby develop?
- Does sex always lead to pregnancy? How can conception be prevented?
- Are there ways of enjoying sex that don't risk pregnancy or infection?
- What are the different methods of contraception? Are some easier to use than others?

- When should emergency contraception be used?
- Who should be responsible for contraception/safer sex in a relationship?
- If someone is on the pill, why do they have to use a condom as well?
- Does drinking alcohol or using drugs affect my decisions about behaviour?

People who can help me/Sources of help and advice

- If I think I have a sexually transmitted infection, where can I get it treated?
- If a woman gets pregnant, what choices does she have?
- What are the best websites on sex and relationships for young people?
- How can I find out about local contraception and sexual health services, and what should I expect from them?
- Can I see a nurse or doctor in private?

Ages 14-16

At this age some young people will either be sexually experimental or know friends who are. They will be interested to know what they should expect of a partner and how to talk to them. They will need more information on contraception, sexual health and how to access services. They will want to know about different types of relationships and homophobia. They may want to know about how to cope with strong feelings and how to cope with the pressures to have sex. They will start to ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult. They will also be interested in other influences on sexual decision making such as the law, different cultures and religious beliefs, pornography, the media and the effects of drugs and alcohol.

Questions to help you understand what young people want to learn about are listed in themes below.

Relationships

- What should I expect of my partner in a sexual relationship?
- What can I do to make a sexual relationship more enjoyable?
- Do people try to control or exploit one another through sexual relationships?
- How can I recognise when this might be happening and respond to it?
- What is the most effective way to resist pressure from friends or partner to do things I don't want to do?
- How can I help a friend in an abusive relationship?
- What is homophobia, what effect does it have on people and what can I do if I or a friend experiences it?
- What is most important to me in my relationships with friends, family and sexual partner?
- What are the causes of conflict in young people's relationships with friends, family and peers and how can we deal with it?
- What communication skills would help me in my relationships?
- When is the right time to become a parent?
- What responsibilities do parents have and what skills do they need?
- How can young people cope with family break-up, divorce and bereavement and who can provide support?
- What are the challenges of being a single parent? What help is available to single parents?
- What is the best way to challenge bullying and prejudice?

Feelings and attitudes

- How can I cope with strong feelings such as anger, sadness, desire and love?
- What are the biggest influences on me and my friends sexual behaviour and health?
- What do different cultures and religions believe about sex and relationships?
- How does how I feel about my body affect my self esteem and my relationship with others?
- Pornography is easy to access on the internet - does it show what real sexual relationships are like/should be like?
- Why do people stereotype gays and lesbians/ male, females and transgender/ and stigmatise people with STIs such as HIV?

Keeping safe and looking after my sexual health

- What are the different types of contraception, their advantages and disadvantages, and how can I choose between them?
- Are all methods of contraception also protection against sexually transmitted infections including HIV? What are the risks of different sexual activities?
- Should I be responsible for contraception in a relationship? Can I negotiate this with my partner or should I trust them?
- I know that alcohol and drugs may affect sexual choices and behaviour - how can I reduce the risks from this?
- How do I use a condom and does it affect sexual performance?

People who can help me/sources of help and advice

- What are my rights as a young person to information, sexual health services and confidentiality?
- What is the full range of services, help and information available to me, where can I find out about them and how can I make the most of these services?
- I'd like to talk to my parents or a trusted adult about sex and relationships - what is the best way to go about this?
- If a woman gets pregnant, what choices does she have and what influences these choices?
- What are the laws on sexual offences?